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ABSTRACT

The 5-14 Development Programme is a major reform encompassing curriculum, assessment, national testing, and reporting for pupils 5- to 14-years-old in Scotland. Implementation of the program was first monitored between March 1991 and March 1995; this study continued the program evaluation in primary schools from March 1995 to March 1997. Data were gathered through a national survey of approximately 200 schools and in-depth interviews at five schools. Major findings were in the areas of: (1) progress with implementation of 5-14 guidelines; (2) curriculum and class organization and planning and teaching approaches; (3) assessment, recording, and reporting; (4) management and support; and (5) impact on pupils' learning experience. Major findings indicated that, since the previous evaluation, schools progressed in implementing the 5-14 Development Programme. Most teachers felt the assessment guidelines strongly influenced their practice and were more confident in their implementation. Teachers were more likely than in the past to follow systematic and whole-school forward planning procedures. Some teachers stressed language at the expense of other curriculum areas. Practice was moving towards school-wide procedures for assessment and recording. Pupil self- and peer-assessment was still limited. Most classroom teachers used National Testing results to confirm their own judgments. Most head-teachers believed that the 5-14 style reports led to better home-school communication. The 5-14 implementation was rated as having a positive impact on breadth of instruction, coherence between curriculum areas, and within-school continuity. However, fewer than half the teachers believed that 5-14 was improving pupils' attainment. (Two appendices describe the study's method and delineate questionnaire findings.) (KB)

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5-14 in the Primary School A Continuing Challenge

Heather Malcolm
Ursula Schlapp

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5-14 in the Primary School: a continuing challenge

generalisable but nevertheless provides insight into the kind of detail underlying the survey findings as exemplified by the views and practice of staff in a small number of schools.

The report is organised into seven chapters, of which this introductory chapter is the first. The following five describe the findings of the study in some detail, while the final chapter contains a discussion of what we see as the key findings.

Chapter 2, 'Progress with implementation', outlines the extent to which schools had moved on with their implementation of the different 5-14 guidelines since the previous report, the level of satisfaction staff felt with the progress they had made, and their plans for further development. **Chapter 3**, 'Curriculum and class organisation', describes in some detail the approaches to planning and teaching being used in the survey and visit schools, taking particular note of the ways in which teachers in these schools felt they had changed or were changing what they did as a result of implementing the 5-14 Development Programme. **Chapter 4**, 'Assessment, recording and reporting', presents information about the ways schools are developing their approach to assessment in the light of the 5-14 guidelines, and also about the related procedures of recording and reporting.

Chapter 5, 'Management and support', is separated into a number of sections which consider various aspects of the management of implementation of the 5-14 Development Programme within schools. These sections cover approaches to pacing change, staff involvement and ownership, monitoring and evaluation of progress, and cluster group activities. Staff perceptions of impediments to implementation are outlined and a small number of developments which staff in the visit schools considered to be particularly successful and aspects of which we were able to observe are described. The chapter also reports on the cumulative demands teachers felt they were facing as implementation progressed and the kinds of support they looked for and received.

In **Chapter 6**, 'Impact on pupils' learning experience', teachers' views are given, both of the impact that the 5-14 Development Programme has had or is having on the pupils in their schools in terms of the five principles of breadth, balance, coherence, continuity and progression on which the 5-14 curriculum is based, and of the impact 5-14 is having on pupils' attainment.

In conclusion, **Chapter 7**, 'Discussion' draws together key findings from the study and considers both the progress they represent since the previous report, and their wider implications.

5-14 in the Primary School

A Continuing Challenge

Heather Malcolm
Ursula Schlapp



The Scottish Council for
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The views expressed are those of the authors and are not necessarily those of the Scottish Council for Research in Education or the Scottish Office Education and Industry Department.

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Executive Summary

This is the report from the continued evaluation of 5-14 implementation in primary schools commissioned from the Scottish Council for Research in Education (SCRE) by the Scottish Office Education and Industry Department (SOEID). The continuation ran from March 1995 to March 1997 and furthered the work of the evaluation begun in 1991, although on a smaller scale and with different emphases which took into account the progress already made. Data were gathered through a national survey of approximately 200 schools and through in-depth interviews in five case study schools. The findings are summarised below.

■ Findings

Progress with implementation

- By April 1996 the **English language and mathematics** guidelines were a strong influence in almost all the schools.
- Implementation was proceeding with the **environmental studies** guidelines in over half the schools, with the **religious and moral education** guidelines in about half and with the **expressive arts** guidelines in just under half.
- The guidelines on **assessment** and on **reporting** were usually either a strong influence or a current area of development, as were the guidelines on the **structure and balance** of the curriculum.
- Schools made most use of the guideline sections containing the attainment outcomes and targets, mainly for forward planning.
- Most teachers felt satisfied with the progress they had made in implementing 5-14, this satisfaction being associated with greater confidence, but although staff expected to be able to move faster with implementation as a result, not all schools anticipated having addressed the complete set of guidelines by the end of school session 1998/99.

Curriculum and class organisation

- Almost all schools had introduced **planning sheets based on 5-14**. Generally these related to 'termly' plans but some schools were introducing long-term planning sheets to map ways of achieving a balanced curriculum over the year. Decisions relating to daily and weekly planning were left to individual teachers.
- Over three quarters of the teachers had **changed the curriculum content** they taught.
- In mathematics, reported changes included increased emphasis on practical and context-based activities, on problem solving and investigative mathematics.
- In English language, more emphasis was being given to talking and listening skills and to achieving a better balance of functional, personal and imaginative writing.

- There is some evidence that in environmental studies efforts were being made to reduce the language-based task elements of topic work to create time for development of environmental studies skills content, but too few schools had made progress in implementing other curriculum guidelines to enable further comment to be made.
- Changes relating to **teaching method** include claims from half the teachers that they used more subject-based teaching since the introduction of 5-14, though some 'visit school' teachers saw ways in which the Programme supported a cross-curricular approach. Many schools were developing or buying new resources, and almost three quarters of the teachers felt that their use of published schemes had increased. There was no evidence of the trend towards whole class teaching that some teachers had predicted at an early stage of the evaluation, and indeed over half of the teachers believed they gave more emphasis to differentiation than in the past.

Assessment, recording and reporting

- Most school staff felt the **assessment** guidelines were influencing practice, usually through being addressed on a whole-school basis concurrent with curriculum implementation.
- Assessment was considered more focused than formerly, consciously matched to purpose, more likely to address achievement in non-written tasks and to use pupil self- and peer assessment.
- Satisfaction with assessment procedures was high and was associated with a recognition of the value of assessment in reporting, providing evidence of progress and giving a picture of the whole child, as well as with simplicity and minimality in record formats.
- Almost all dissatisfaction stemmed from a failure to recognise the usefulness of the assessment and a perception that it was overly time-consuming and generated excessive paperwork.
- **National tests** had been conducted in nearly all schools and more than four fifths of the headteachers were satisfied with the mechanics of established procedures.
- Many teachers indicated that the tests only confirmed existing judgements and took time which could be used more constructively. There seemed to be a lack of recognition that the purpose of the tests was to provide this confirmation.
- Most headteachers were taking a whole-school approach to changing **recording** procedures. Teachers were thought to use a wider range of recording methods than in the past and cluster groups were developing systems for improving the records that went to secondary schools.
- Teachers themselves felt they kept more records, more formally, but most understood why they were needed and there was majority agreement that the new records were more useful for preparing reports to parents, passing information to the next teacher and pinpointing pupil needs. Some headteachers noted a variation in quality of records coming from their staff, however.
- The most common complaint from staff generally was that the records were over-complex and took up too much time.
- In over half the schools, **reports to parents** contained information about the 5-14 levels achieved, suggestions for a pupil's 'Next Steps' and space for parents' comments, but far fewer reports included pupils' comments.

- Believing that parents approved of them and that they encouraged communication between school and home, headteachers were satisfied with the new style of reports, which were most commonly used as a basis for discussion with both pupils and parents.
- Parents associated with the visit schools were generally happy with the information they received.
- Almost half indicated that they did not know if the school was working with the 5-14 Development Programme or not but about two thirds said children's progress was reported in terms of 5-14 levels, which they understood, and that the amount of support needed was indicated.
- Parent satisfaction with the reports was high, especially with those from the small schools.

Management and support

- Almost all headteachers thought their School Development Plans were useful mechanisms for **pacing change**, and almost half that the management team should take the lead on deciding when the school should move implementation to a new area.
- Head teachers recognised the need for **staff ownership** of 5-14 implementation and the value of making the most of staff strengths through shared responsibilities.
- Progress was most usually **monitored** through checking forward plans for teaching method, breadth and balance, but there is evidence that headteachers were finding it increasingly difficult to set aside time for monitoring.
- Most schools worked within **cluster or similar groups** to implement 5-14, but opinions were divided about the groups' success. Thought useful when work was shared, consistency of approach achieved, when member schools supported each other and when ideas and resources were shared, the groups were less successful when school needs and paces of implementation were very different.
- **Impediments to progress** were cited as a lack of resources, including time, the EIS 'workload campaign', pressure to depart from the agreed School Development Plan, staff changes and uncertainty fuelled by local government reorganisation.
- There is little evidence to suggest that school staff were finding it difficult to cope with **cumulative demands** as 5-14 implementation progressed, but implementation was considered both easier and more difficult as problems changed.
- **Helpful factors** included increased familiarity with the 5-14 guidelines, continued support from Education Authorities and from documentation generated by both the SOEID and the SCCC. The most useful support of all was thought to be that given by the schools themselves.

Impact on pupils' learning experience

- Most school staff agreed that 5-14 was resulting in **breadth** and **balance** in the curriculum, although some teachers felt that these came at the cost of depth and inadequate coverage of basic skills, especially in the early years.
- Nearly three quarters of headteachers and teachers agreed that 5-14 was helping to achieve **coherence**.
- Although the great majority of staff also felt that **continuity** within the primary school was improving, the proportions feeling that continuity from primary to

secondary was better were smaller, and many of the primary staff believed that their associated secondary schools were not working to 5-14.

- Most people thought that 5-14 was helping **progression**.
- Only half of the headteachers, and fewer than half of the teachers agreed that 5-14 was improving **pupils' attainment**, but many staff felt they did not have enough or the right kind of evidence to make a judgement about this.
- Where **benefits** were seen, they were felt particularly to have been in the improvement in continuity and progression within the primary school, and in the greater variety of learning experiences for the pupils.

1 Introduction

■ Background: the evaluation 1991–1995

In 1991 the Scottish Office Education Department (SOED) commissioned an evaluation of implementation of the 5–14 Development Programme, which would begin on August 1 1991 and run in the first instance until the end of March 1995. It was at first conceived as four separate projects:

- curriculum and assessment in primary schools
- curriculum and assessment in secondary schools
- national test material and its use
- reporting to parents.

However, the revision of the first arrangements for national testing meant that the test materials would more easily be evaluated within the primary and secondary projects. The third project was therefore redesigned and its focus became the provision in the curriculum for the most and least able pupils. Each of the four projects had its own project director, research team and institutional base, provision being made for central coordination through a Project Coordinator based at the Scottish Council for Research in Education (SCRE).

SCRE's project responsibility, however, was to carry out the primary curriculum and assessment project. This aimed to address a wide range of research foci which included teachers' views of the various guidelines, the way these guidelines were being used at both classroom and school level, the extent of differentiation in teaching, the effects on pupils of teachers' assessment and national testing, the way schools tried to ensure curriculum continuity for pupils moving from primary to secondary education and the support available for all these. Teachers' views of the impact of 5–14 on their workload, professional satisfaction and relationships with pupils and parents were also sought. The findings from this stage of the evaluation, for both the primary and other projects, can be found in Professor Harlen's overview report, 'Four Years of Change in Education 5–14', (SCRE 1996) and in the separate project reports. Some findings from the primary curriculum and assessment project can also be found in Interchanges 23, 35 and 36.

The period between 1991 and 1995 covered the first years in which guidelines for 5–14 Development Programme reached schools. For a number of reasons, which include the inevitable turmoil which accompanies a major innovation and delays to the release of some of the guidelines, by March 1995 implementation had not progressed to a point at which the evaluation could provide information relating to all the issues listed above. Only the guidelines on English language and mathematics could be said to be well on the way to full implementation, and work on environmental studies, expressive arts and religious and moral education was at too early a stage to be evaluated. For this reason the Scottish Office Education and Industry Department (SOEID) commissioned a continued evaluation of the primary and secondary projects, from March 1995 to March 1997, although on a smaller scale and with appropriately different emphases which took into account the

progress already made. This report is of SCRE's work on the continued evaluation of the implementation of 5-14 in primary schools.

■ The continued evaluation: aims and research questions

The approach taken in the continued evaluation changed from the broad-brush design of the earlier years to one which was intended to provide a more detailed picture of practice and changes to this resulting from implementation of the 5-14 guidelines. The following six aims were identified:

- a) to describe the continuing impact of the implementation of 5-14 on classroom practice
- b) to describe the characteristics of practice which teachers and headteachers considered to be good in their schools and the factors which were thought to have supported these
- c) to examine the ways in which the 5-14 guidelines had influenced curriculum and classroom organisation
- d) to examine ways in which any changes that may have taken place had helped further a coherent learning experience for pupils, both within and across schools
- e) to examine the role of the assessment guidelines in promoting the provision of reliable information on pupils' progress and attainment
- f) to track teachers' responses to the way that 5-14 continues to be implemented, giving particular attention to the forms of support they need and find helpful.

Leading from the findings of the evaluation to 1995 and the above aims for a continuation of the evaluation, the following set of research questions was identified as the focus for the two year study:

1. What changes in lesson planning, recording and evaluation are taking place as a result of implementing the guidelines?
2. What changes in lesson planning, recording and evaluation are associated with effective implementation of the guidelines in terms of continuity and progression for pupils within each class and throughout the school?
3. What changes in curriculum and class organisation are taking place as a result of implementing the guidelines?
4. What school management procedures and structures promote the use of the guidelines to provide breadth, balance, coherence, continuity and progression in children's learning across the full ability range?
5. How are the principles of the assessment guidelines being translated into practice?
6. What forms of school records relating to 5-14 are associated with the provision of reliable information on pupils' progress and attainment for teachers, pupils and parents?
7. How are the reporting guidelines being used to promote effective communication with parents?
8. What are perceived to be the effects of 5-14 on pupils' attainment with respect to those areas being implemented (most likely to be mathematics and English)?

9. What are the cumulative demands on teachers as the full implementation is reached and how are they best supported in meeting those demands?

■ Research method

The information for this study was gathered by means of a national postal survey to the same representative sample of approximately 200 Scottish primary schools as was involved in earlier stages of the evaluation, complemented by in-depth study in five primary schools and a brief questionnaire to a selection of parents in these visit schools. While the five visit schools were not intended to be representative of schools in general, being selected from the larger pool of schools visited in previous years as schools whose background and progress to date with implementing 5-14 were already well known to the project team and within which the team would therefore be able to gather rich data, they included a range of school sizes and types of locations, as can be seen from Figure A1 (see Appendix 1).

Visits were made to each of the five schools for an intensive week of data collection on two occasions in the course of this two-year study: once in Autumn 1995 and again in Autumn 1996. In 1995 in-depth interviews were conducted with the headteacher and a teacher representative from each year group, amounting to 30 interviews in all. In 1996 a second interview was conducted with each headteacher and with those staff in each school who were in the headteacher's opinion engaged in particularly interesting practice in relation to implementing 5-14. This gave 17 interviews for 1996. Data from the teachers interviewed were complemented by some observation in selected teachers' classrooms, focused as far as possible on the different strengths of each of these teachers. It is important to note that this observation took the form of field notes rather than rigorous checks using highly focused instruments. Such systematic observation techniques require more resources than were available for this project and thus the information gained was impressionistic; however, in no cases did what was seen run counter to teachers' claims for their practice. In addition to the interview and observation data, information was obtained from parents by means of a brief questionnaire sent home via the children in two classes in each of the three bigger visit schools (one class each of all stages from P2 to P7) and via all children in the two smaller schools. 153 completed questionnaires were returned.

The national survey was carried out in April 1996, between the two sets of visits. Thus the detailed information gathered in the visit schools in Autumn 1995 informed the design of the survey questionnaire, and issues emerging from the survey findings could be followed up in the visit schools in the subsequent visits of Autumn 1996. Response rates to the survey were high at 75% and the research team therefore has confidence in the findings.

Copies of the headteacher and teacher versions of the questionnaire are included in Appendix 2. Those interested to have further details regarding the national survey and the data-gathering methods used in the visit schools will find them in Appendix 1.

■ Organisation of the report

Throughout the report we have endeavoured to distinguish clearly between information gathered from the national survey, which because of the high response rate we are confident represents the views of Scottish primary teachers as a whole, and the information gathered from the interviews and observations in the visit schools, which is not

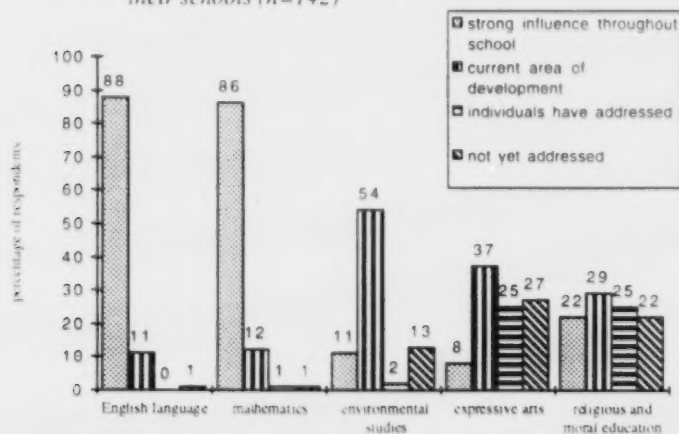
2 Progress with Implementation

At the end of the first stage of the evaluation, as outlined in the Introduction, most schools had only really tackled implementation of the mathematics and English language guidelines in any detail, and were just beginning to work with some of the other sets of guidelines. As we mentioned above, we already had information from the five schools whose progress we followed in this continuation of the evaluation, because they had also been involved in the first stage. In the first of our two rounds of visits to these schools, in Autumn 1995, we asked about the progress that had taken place in the year and a half since the last contact the evaluation team had had with them in Spring 1994. On this occasion we used the formulation that had been used in the earlier phase of the evaluation, asking people to indicate whether their implementation of each set of guidelines was 'well under way', at the 'start of formal', 'awareness raising and discussion', or 'not yet begun'. However, in comparison to the broad view of implementation that was obtained in the first phase of the evaluation, one of the aims of this second phase was to gain a more detailed picture of the kind of influence that the 5-14 guidelines are having in schools. Therefore, for the second set of interviews in the visit schools, and for the survey, where we gained an update of the broader picture as a context in which to place our detailed findings, we changed the emphasis from asking about the stage of implementation to asking about the influence that each set of guidelines was having on practice within the school.

■ Progress in the survey schools

In the questionnaire sent out in April 1996, then, we asked not about the 'formal' stage of implementation that the school had reached with each set of guidelines, but about the influence of the various sets of guidelines. We asked the headteachers to indicate which of the following options best described the influence of the guidelines on practice within their school: 'strong influence throughout the school', 'current area of development in school', 'individuals have addressed but not the whole school', or 'not yet addressed'.

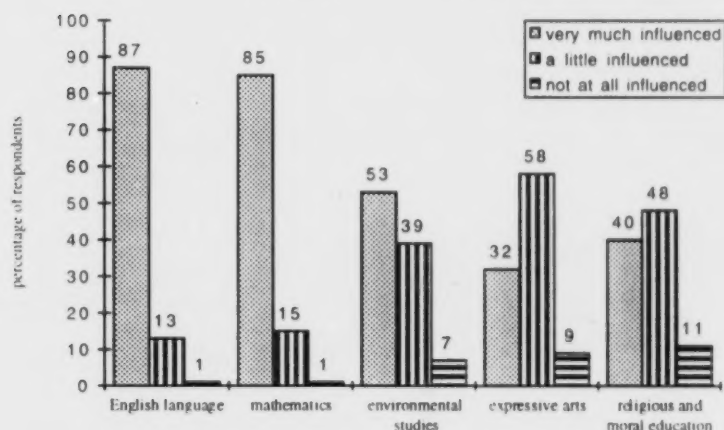
Figure 2.1: Headteachers' views of the influence of the curricular guidelines on practice in their schools (n=142)



As Figure 2.1 illustrates, a majority of the headteachers indicated that both the English language and mathematics guidelines were a strong influence throughout their schools. Most of the headteachers for whom this was not the case indicated that the subject in question was a current area of development in the school. Only one headteacher indicated that her school had not yet addressed the English language guidelines. One headteacher indicated that her school had not yet addressed the mathematics guidelines, and one other indicated that these had been addressed by individuals but not the whole school.

The teachers chose from three options ('very much influenced', 'a little influenced', or 'not influenced at all') the one which best described the influence each set of guidelines had on their teaching and planning. Supporting the views of the headteachers, Figure 2.2 shows that a majority of the teachers were very much influenced in their teaching and planning by the English language and mathematics guidelines. Most of the others indicated that they were a little influenced by these guidelines, while only a single teacher for each set of guidelines indicated that they had no influence at all.

Figure 2.2: Teachers' views of the influence of the curricular guidelines on their practice in their schools (n=325)

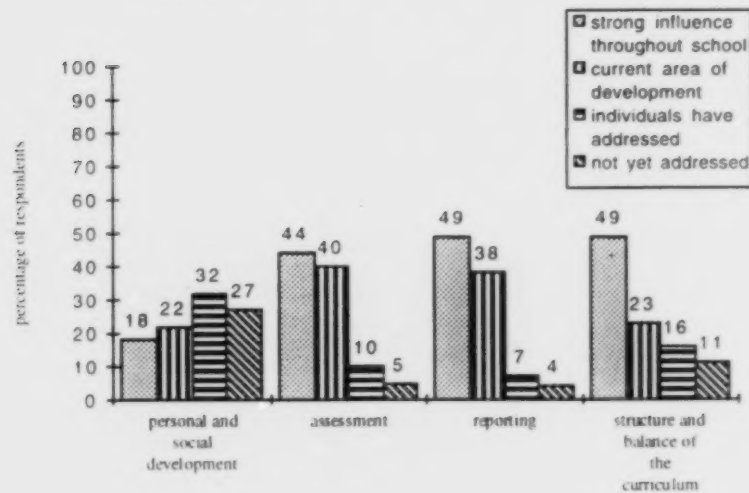


For each of the other three main curricular areas, around half of the headteachers indicated that the guidelines were either a current area of development or were already a strong influence throughout the school. While not many of the headteachers indicated that the environmental studies guidelines were a strong influence throughout their school, over half of them indicated that this was a current area of development. Approaching a quarter of the headteachers indicated that the religious and moral education guidelines were a strong influence, and slightly more that they were a current area of development. The expressive arts guidelines were having an influence in fewer schools than either of the other two areas.

The teachers' perceptions about the influence of these sets of guidelines were somewhat different. More teachers felt that the environmental studies guidelines were a strong influence on their planning and teaching than felt that the religious and moral education guidelines were. Fewer teachers felt they were very much influenced by the expressive arts guidelines than by either of these other two sets. Most of the remaining teachers indicated that these sets of guidelines had a little influence on their practice, with around one tenth of the teachers in each case indicating that their teaching and planning were not influenced at all by the guidelines.

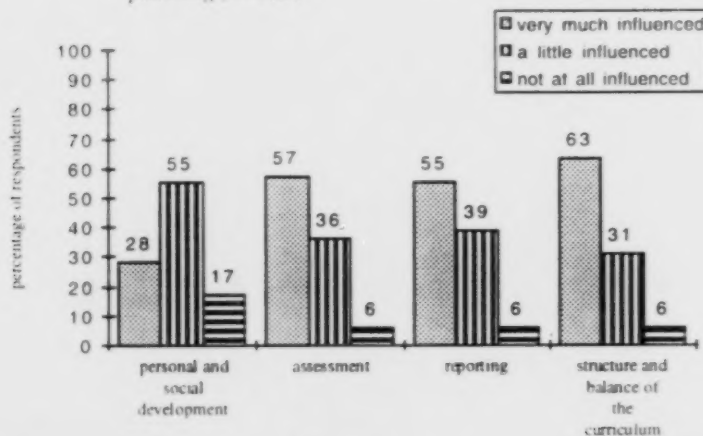
We also asked respondents about the influence of the personal and social development guidelines. Figure 2.3 shows that fewer than one fifth of the headteachers felt that these guidelines were a strong influence in their schools, and only slightly more indicated that this was a current area of development. At the time of the survey in April 1996, personal and social development seemed to be an issue that was often left up to teachers themselves, since one in three of the headteachers indicated that individuals had addressed these guidelines but not the whole school. Over a quarter of the headteachers indicated that the personal and social development guidelines had not yet been addressed in their schools.

Figure 2.3: Headteachers' views of the influence of the other guidelines on practice in their schools (n=142)



Perhaps more teachers than the heads were aware of had addressed personal and social development as individuals because, as Figure 2.4 shows, rather fewer than a quarter of them indicated that their teaching and planning were not at all influenced by these guidelines. Just over a quarter indicated that their practice was strongly influenced by these guidelines, while a good half indicated that the guidelines had a little influence.

Figure 2.4: Teachers' views of the influence of the other guidelines on their teaching and planning (n=325)



Figures 2.3 and 2.4 above show that the assessment and reporting guidelines were each having a similar degree of influence in the survey schools. About half of the headteachers and of the teachers indicated that each of these sets of guidelines were having a strong influence. Most of the remaining headteachers indicated that each was a current area of development, and most of the remaining teachers indicated that these guidelines were having a little influence on their teaching and planning. In a small proportion of cases headteachers indicated that these guidelines were being addressed by individuals but not the whole school, while very few headteachers or teachers indicated that these guidelines had no influence at all.

The respondents views on the influence of the guidelines on the structure and balance of the curriculum are also shown in Figures 2.3 and 2.4. About half of the headteachers indicated that these were a strong influence in their school, while almost two thirds of the teachers felt their practice was strongly influenced by these guidelines. Only 11% of the headteachers indicated that their schools had not yet addressed these guidelines, and even fewer teachers indicated that their teaching and planning was not influenced by them at all. Some of the teachers were addressing these guidelines as individuals, since 16% of headteachers indicated that this was the case in their schools, while for almost a quarter of the headteachers work with these guidelines was a current area of development.

In addition to indicating the extent of the influence of each set of guidelines on their practice, we provided space for the teachers to comment, if they wished, on the ways in which any of the guidelines had influenced their teaching and planning. This opportunity was taken by 242 (75%) of the teachers. 105 teachers (32% of all the respondents) wrote that the guidelines provided a structure or framework, 103 (32%) that they provided the focus for planning, and 26 (8%) described them as the basis for programmes of work. 56 teachers (17%) said that the guidelines helped them to ensure they were giving a full and balanced coverage of the curriculum, and 17 (5%) that they were now more aware of the full range to be covered. 36 teachers (11%) reported that the guidelines helped them to devise clearer learning outcomes, and 13 (4%) wrote less specifically that the guidelines focused their thoughts. In a similarly non-specific vein, 24 teachers (7%) said that the influence of the guidelines on their planning was affecting their teaching. Rather more specific comments were made by 17 teachers (5%) who wrote that the guidelines helped them to ensure a progressions of skills and 12 (4%) for whom they helped to ensure continuity. 10 teachers (3%) wrote that the guidelines helped them with differentiation, while 29 (9%) said that they used the 5-14 levels as their basis for assessment. 13 teachers (4%) commented that the guidelines influenced reporting. A variety of other individual comments were also made.

By and large the comments on influences of the guidelines were fairly positive. However, small numbers of teachers wrote of negative influences on their practice. Twelve (4%) wrote about the increased paperwork needed, and another four (1%) commented that working to the guidelines left them with less time to teach. Three teachers (1%) felt that the guidelines were too restrictive, and another four (1%) that they were leading to a loss of individuality and spontaneity. Five teachers (2%) wrote that they felt the guidelines were simply expressing current practice in new words, or jargon.

■ Progress in the visit schools

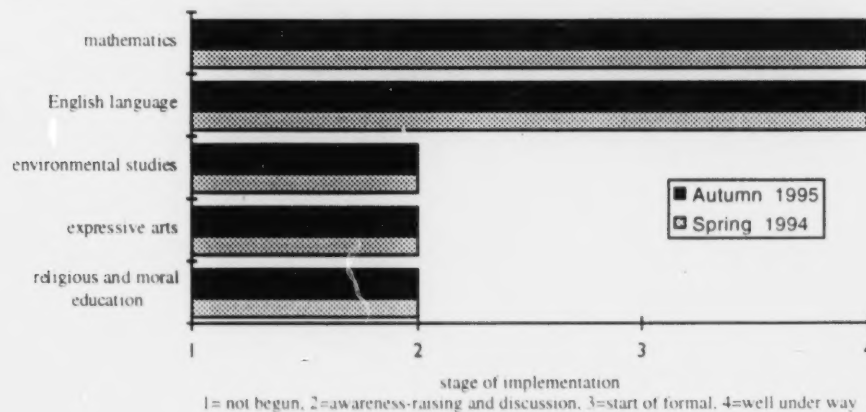
Some detailed illustration of the pace of progress, the circumstances which could affect progress, and of differences in perception between headteachers and staff, is provided by information collected from the visit schools. Our main focus in discussing progress with

implementation in each of these schools, will be on what the staff said about the influence the various sets of guidelines were having on their practice by Autumn 1996. However, for each school we will start by outlining the stage of implementation the headteachers reported that they had reached in each curriculum area by Autumn 1995, and how this compared with the stage at which they had felt themselves to be on our previous visit to these schools in Spring 1994.

School 1

Figure 2.5 illustrates the view of the headteacher of School 1, that while implementation of the mathematics and language guidelines had already been 'well under way' in Spring 1994, the school had made little progress with any of the other guidelines between then and Autumn 1995. Various difficulties such as staff illness and changes had contributed to this slow progress. The two teachers in this school did not even feel they were 'well under way' with implementation of the mathematics and language guidelines when interviewed in Autumn 1995.

Figure 2.5: School 1 - Stage of implementation in Autumn 1995 compared with Spring 1994



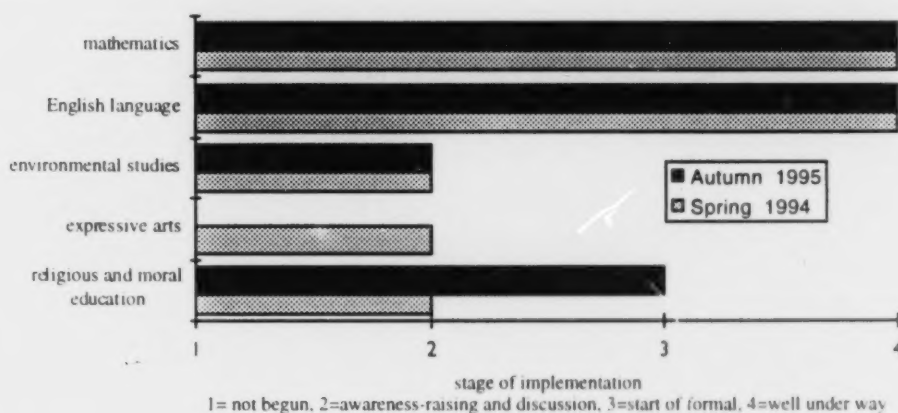
In the interviews carried out in Autumn 1996, we asked headteachers and teachers to indicate for each set of guidelines whether their practice was 'very much influenced', whether 'influence is increasing', or whether their practice was 'a little influenced' or 'not at all influenced'. This headteacher felt that practice in School 1 was very much influenced by the mathematics guidelines, a little influenced by each of the English language, environmental studies and religious and moral education guidelines, and not at all influenced by the expressive arts guidelines. By Autumn 1996 there was only one other teacher in this school, and while she mostly agreed with the headteacher's view, she felt she was only a little influenced by the mathematics guidelines, and that the influence of the expressive arts guidelines on her practice was increasing. It is interesting that, while the headteacher felt that implementation of the English language guidelines was 'well under way' even back in Spring 1994, both she and her colleague felt that these guidelines only had a little influence on their practice.

School 2

In School 2 the headteacher felt that implementation of the religious and moral education guidelines had moved on from awareness-raising and discussion in Spring 1994, to the

start of formal by Autumn 1995, as shown in Figure 2.6. However, she felt that expressive arts implementation had not begun in Autumn 1995, despite having said that they were in the process of awareness-raising and discussion in Spring 1994. This was due to the fact that, as a school development, expressive arts had been set to one side. However, the other two teachers in the school felt that they were still engaged in some awareness-raising and discussion of the expressive arts guidelines.

Figure 2.6: School 2 - Stage of implementation in Autumn 1995 compared with Spring 1994

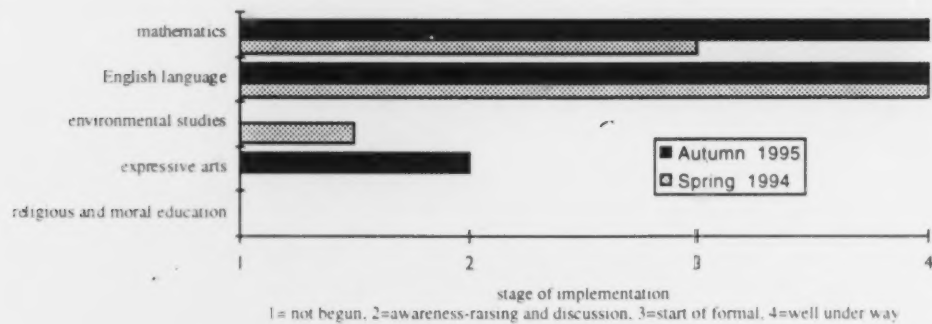


In Autumn 1996, the headteacher felt that practice in School 2 was very much influenced by the mathematics guidelines, that the influence of the English language guidelines was increasing, that practice was a little influenced by the guidelines for environmental studies and for religious and moral education, and not at all influenced by the expressive arts guidelines. The other two teachers in this school held a similar view to the headteacher regarding the influence of the mathematics and environmental studies guidelines, but they both felt that their practice was very much influenced by the English language guidelines, and that the influence of the religious and moral education guidelines was increasing beyond a little. While one of the teachers agreed with the headteacher that her practice was not influenced at all by the expressive arts guidelines, the other indicated that these had more than a little influence on her practice. On the whole, then, in School 2 the extent of influence the guidelines were having on practice related fairly closely to the stage of implementation the school had reached.

School 3

In School 3, as shown in Figure 2.7, the headteacher felt that they had moved forward with implementing the mathematics and expressive arts guidelines in the period between Spring 1994 and Autumn 1995. However, they had put aside work on the environmental studies guidelines, which in Spring 1994 were targeted as their next focus for development, in order to join in with the rest of their cluster group which had opted to tackle the expressive arts guidelines first. As in School 2, the teachers in School 3 did not see themselves as having put these guidelines so completely to one side as did their headteacher.

Figure 2.7: School 3 - Stage of implementation in Autumn 1995 compared with Spring 1994

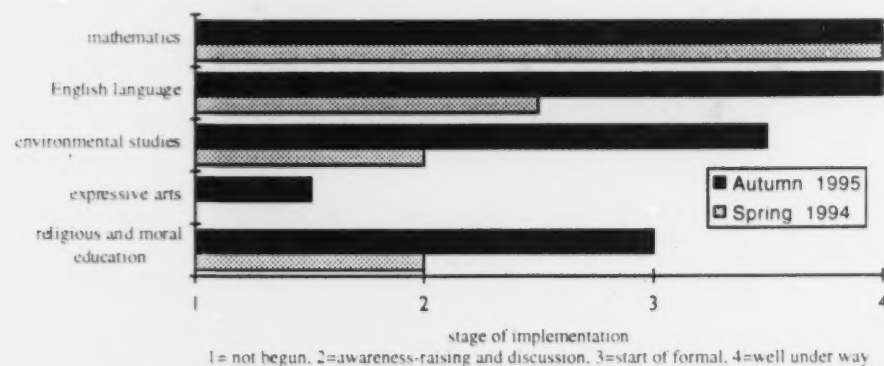


The headteacher said in Autumn 1996, that practice in School 3 was very much influenced by both the mathematics and the English language guidelines. She felt that the influence of the environmental studies and expressive arts guidelines was increasing, while the religious and moral education guidelines were having only a little influence at that time. On the whole the view of the teachers matched that of the headteacher, although individuals felt their practice was already very much influenced by the environmental studies and expressive arts guidelines, and all three of the teachers indicated that the influence of the religious and moral education guidelines was increasing. By Autumn 1996, therefore, it appeared that a number at least of the staff of School 3 were being influenced in their practice even by some of the guidelines which the school had not yet started formally to implement.

School 4

Figure 2.8 shows that the headteacher of School 4 felt that they had made progress in a number of areas by Autumn 1995. Implementation of the English language guidelines was by then well under way, and while they were not quite so far on with the environmental studies guidelines, they were beyond the start of formal implementation of these. The school was also starting formal implementation of the religious and moral education guidelines.

Figure 2.8: School 4 - Stage of implementation in Autumn 1995 compared with Spring 1994

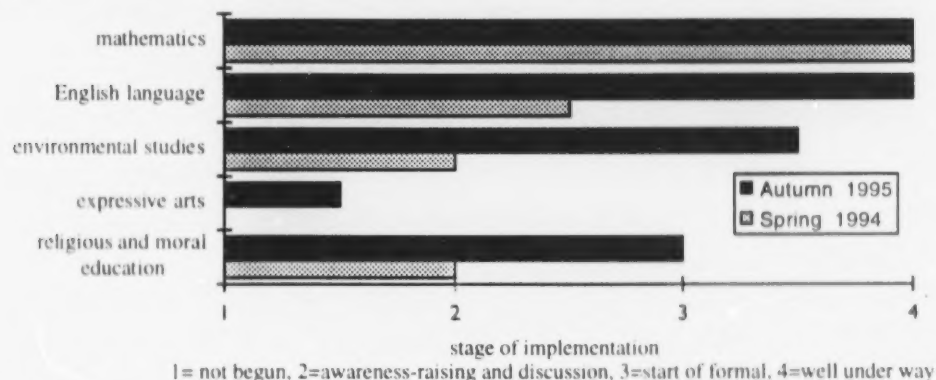


In Autumn 1996 there was a new headteacher in School 4. Her view of the influence on practice of the various sets of guidelines, from a relatively short time in post, was that those for expressive arts were having a little influence that was beginning to increase, while all the others were having a strong influence. The teachers' views matched this very closely; however, individuals commented that while the mathematics and English language guidelines already very much influenced their practice, they felt the influence was continuing to increase as they developed particular aspects of these subjects further.

School 5

The main area of progress in School 5 between Spring 1994 and Autumn 1995 had been in the implementation of the environmental studies guidelines. Figure 2.9 illustrates both this, and the fact that the headteacher identified their stage of implementation of the language guidelines as being less advanced in 1995 than she had in 1994. In 1994 the cluster group had finished its focus on language and moved on to environmental studies, but subsequently School 5 felt a need to develop a number of aspects of the language curriculum in more detail than the cluster group had, which explains this apparent setback. In the case of religious and moral education, the school had spent a lot of time implementing a Positive Pupil Programme, which the headteacher felt did address much of the moral side contained within the guidelines. However, they had not formally implemented any part of the guidelines themselves. The other staff were broadly in agreement with the headteacher's view on the stage of implementation they had reached with each set of guidelines, except that most of them considered they were well under way with language implementation as well as with mathematics.

Figure 2.9: School 5 - Stage of implementation in Autumn 1995 compared with Spring 1994



In 1996, the headteacher felt that practice in School 5 was very much influenced by the environmental studies guidelines, which had been their main development focus during the past session. They had also continued to work on a number of aspects of the language curriculum, and the headteacher felt that the influence of these guidelines was now increasing towards being strong for most teachers. She thought that the expressive arts and religious and moral education guidelines were not influencing practice yet. However, despite the fact that implementation of the mathematics guidelines had been described as 'well under way' since Spring 1994, in Autumn 1996 the headteacher expressed the view that the practice of many of the staff was not really influenced by these guidelines in more than a superficial way. It is interesting that the teachers in the school whom we interviewed felt that the mathematics guidelines had a strong influence on their teaching and planning.

There was less agreement altogether between the teachers and the headteacher of this school compared with the other visit schools, over the extent of influence of the various sets of guidelines on practice. In contrast to the headteacher's view that guidelines for expressive arts and religious and moral education were having no influence on practice, the teachers felt they were having at least some influence, one even saying she was very much influenced by the religious and moral education guidelines. Furthermore, none of the teachers felt that their practice was very much influenced by the environmental studies guidelines, although they did all indicate that the influence of these guidelines was increasing.

Assessment and reporting guidelines

We asked headteachers about the stage of implementation they had reached with the guidelines for assessment and reporting in the interviews of Autumn 1995. The headteacher of School 4 said their school was at the start of formal implementation of the assessment guidelines at this time, while the headteachers of Schools 3 and 5 said that they were almost ready to start formal implementation. The other two heads were less specific about the stage they had reached with implementing the assessment guidelines. The influence of these guidelines on practice was generally felt to be less than that of the curriculum guidelines, with the headteachers of Schools 2, 3 and 4 indicating that their influence was increasing, while the headteacher of School 1 felt they had a little influence on practice in her school, and the headteacher of School 5 that they had no influence at all, although the school was looking at the assessment advice in each set of curricular guidelines that they addressed.

In Autumn 1995, the headteachers of Schools 3 and 4 said that their implementation of the reporting guidelines was well under way, and School 2 was at the start of formal implementation of these guidelines. In School 1 they were still at the stage of awareness raising and discussion of the reporting guidelines, while in School 5 they had not begun to implement the reporting guidelines, due to union-led policy of 'no new developments'. In Schools 3 and 4 where reporting was well under way, the headteachers felt the guidelines had a strong influence. In School 5 they were having no influence. In School 2, the guidelines were felt to have only a little influence, and in School 1 which had been at the stage of awareness raising, they were felt to be having no influence, but the headteachers of both these schools felt that their practice was nonetheless in line with 5-14 requirements.

In Autumn 1996 the headteachers were also asked about the influence of the guidelines on personal and social development on practice in their schools. The headteachers of Schools 2 and 4 felt that their influence was increasing while the headteacher of School 5 felt this was beginning to happen. In School 3 the headteacher felt that these guidelines were having a little influence on practice, while the headteacher of School 1 felt that they were having no influence.

■ How the guidelines are being used

In the questionnaire we asked the headteachers and teachers to indicate the extent and purpose of their use of various sections of the guideline documents. On the headteacher questionnaire we asked respondents which sections of the guidelines they found most helpful for three specific activities: auditing practice in the school, planning staff development, and policy writing.

Auditing practice

Over three quarters of headteachers found the sections in the curriculum guidelines covering attainment outcomes and targets (86%), the programmes of study (80%) and assessment and recording (79%) helpful for auditing practice in school. Only about half the headteachers found the rationale (54%), the section on catering for the needs of individual pupils (53%), and the specific issues sections (44%), useful for audit. Around one quarter to one third (23%, 24%, and 34% respectively) of headteachers had not used these three sections for carrying out audits, while the numbers who said they had found sections not helpful for audits of practice ranged from 3% for the attainment outcomes and targets to 11% for the section on individual needs.

Planning staff development

A similar pattern emerged for the helpfulness of different sections of the guidelines in planning staff development. Three quarters of the headteachers found the attainment outcomes and targets (76%), the programmes of study (75%) and the section on assessment and recording (73%) helpful for planning staff development. About half found the rationale (56%), the section on catering for the needs of individual pupils (49%), and the specific issues (48%), useful for this purpose. Around one quarter to one third (24%, 25%, and 30% respectively) of the headteachers had not used these three sections for planning staff development, while the numbers who said they had found sections not helpful for this ranged from 4% for the attainment outcomes and targets to 16% for the section on individual needs.

Policy writing

When it came to policy writing, a somewhat different pattern emerged. In this case the section found useful by the most headteachers was the rationale (85%), followed then by the attainment targets and outcomes (82%), the section on assessment and recording (79%) and the programmes of study (76%). The sections on catering for the needs of individual pupils and on specific issues were found helpful for policy writing by 68% and 57% of the headteachers respectively. Almost a quarter of the headteachers (22%) said they had not used the section on specific issues for policy writing, with 14% saying they had not used the section on individual needs and 10% or less said they had not used each of the other sections. The numbers who said they had found sections not helpful for policy writing ranged from 2% for the attainment targets and outcomes, to 7% for the section on specific issues.

Other uses of the guidelines

Four headteachers commented on using the guidelines for other purposes. One had shared the guidelines with the school board and parents, and another had similarly used them to provide information for parents for example through parent workshops. Another had used them to write English language guidelines specifically for that school, while the last commented that authority and other resource material had enhanced the use of the curriculum guidelines.

Frequency of use of the guidelines

We asked the teachers to indicate, separately for each of the curricular areas, which sections of the guidelines they constantly referred to, which they referred to at planning time, which they only occasionally looked at, and which sections they never looked at.

About a quarter of the teachers indicated that they constantly referred to the attainment outcomes and targets for English (25%) and mathematics (27%) and about one fifth constantly referred to the section on assessment and recording for English (18%) and mathematics (19%). The section on catering for the needs of individual pupils was constantly referred to in the English guidelines by 13% and in the mathematics guidelines by 12% of teachers. For all other sections of all other curriculum guidelines, 10% or fewer of our respondents said they constantly referred to them.

The largest numbers of teachers referred to sections of the guidelines at planning time, when around two thirds referred to the attainment outcomes and targets for English (67%), mathematics (62%) and environmental studies (64%), just over half referred to the targets for expressive arts (55%) and religious and moral education (53%), and around a half referred to the programmes of study for English (55%), mathematics (52%), and environmental studies (51%). For most other sections of most other subjects, around 40% of the teachers said they occasionally looked at them, with somewhere between 20% and 30% saying they referred to the sections at planning time, and similar numbers indicated that they never looked at the sections.

Especially valuable sections

The teachers were asked whether they found any sections of the guidelines especially helpful, and 170 (52%) indicated that they did. Explanatory comments were included by 164 of these teachers. The largest number of these (104, which is 32% of all teachers responding to the questionnaire) were reiterating the fact that it was the attainment outcomes and targets which were found most useful. Where they indicated how these sections were useful, it was generally for planning, clarifying what should be taught, and for ensuring a balance over the year. A considerable number (55 or 17%) found the programmes of study especially helpful, providing slightly more detail than the targets, and for a few teachers being a source of ideas. For the most part no specific curriculum guidelines were identified, but where they were it was most often language and mathematics. However, twelve respondents commented on the helpfulness of the environmental studies guidelines, especially the Key Features, and three others commented on helpful ideas in the religious and moral education document. There were also comments from nine teachers concerning ways in which the guidelines supported differentiation, especially within a composite class, and 20 teachers referred to ways in which the guidelines supported assessment, three of these writing that they were helpful when deciding whether or not a pupil was ready for a National Test.

Uses of the guidelines in the visit schools

In our interviews with teachers in the visit schools in Autumn 1995, we asked how they were using the guideline documents. The kinds of uses spoken of by these teachers were very much the same as those mentioned by teachers responding to the survey. All 25 said they referred to the guidelines when doing their forward planning, and four also referred to the guidelines in-between times to check details.

Six of the teachers said they used the guidelines to glean ideas. It may or may not be significant that six of these seven were from the same school. Three of these were referring specifically to the religious and moral education guidelines or their Region's adaptation of these, while the environmental studies, language and expressive arts (specially drama) guidelines were each specified by one of the other three teachers. This contrasts with the view expressed by another teacher who said:

You don't get ideas from them, really. They are just lists of what has to be done.

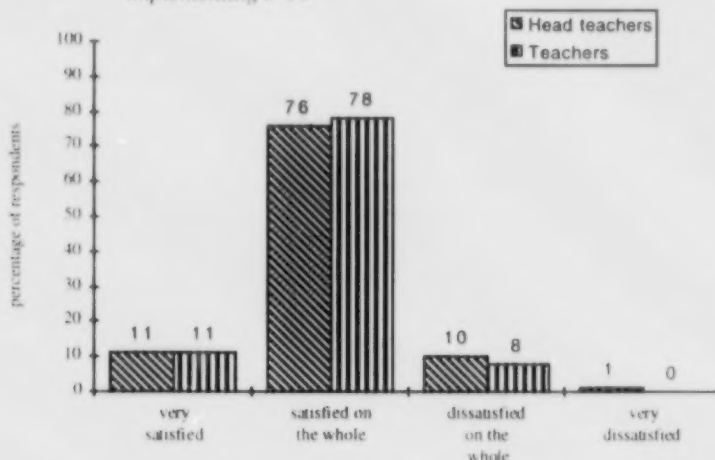
Two teachers said they used the guidelines to clarify their focus for assessment, and two others used them to check that pupils had covered everything they should at a given level prior to National Testing.

Two teachers mentioned referring to the guidelines for development work, such as in PAT sessions or school development related review groups.

■ Level of satisfaction with progress

At the end of the questionnaire, we asked headteachers and teachers how satisfied they felt with the progress they had made in implementing the 5-14 Development Programme. Figure 2.10 shows that the majority of both headteachers (89%) and teachers (87%) overall felt satisfied with their progress, including 11% in each case who were very satisfied. Only 8% of the headteachers and only 11% of the teachers felt dissatisfied with their progress.

Figure 2.10: Headteachers' and teachers' level of satisfaction with their progress in implementing 5-14



In the visit schools

In talking to the headteachers and teachers in the visit schools about the impact of the programme, we asked each group in the interviews of both 1995 and 1996, to tell us about how far it was helping to improve the school learning experience for pupils. The responses to this question are reported in Chapter 6. However, in 1995, we did also ask how satisfied the teachers felt with their implementation of 5-14 at that point. Almost all of them felt fairly satisfied with what they had achieved so far.

The two teachers in School 1 felt fairly satisfied with what they had done, while one of the two in School 2 was dissatisfied. She expressed concern that if the school had an inspection soon, she would be found wanting as a teacher. The teachers in School 3 said they had felt overwhelmed by 5-14 and all it appeared to entail at the start. However, the general view in 1995 was more positive, now that they could see they had made some progress. They were feeling fairly confident with the English language and mathematics, and more ready to take on other areas than they had been in the past. Nonetheless, they still felt they had a considerable way to go before they could really say they were working fully within the guidelines.

The teachers in School 4, which had progressed farthest with implementation of the five visit schools, were feeling quite satisfied with what they had achieved so far. Some were feeling confident enough that they were beginning to develop their practice in relation to sets of guidelines which the school as a whole had not yet addressed. The teachers were aware, through talking to staff from other schools at in-service courses for example, that their school was further ahead with implementation than many others, and this gave them an additional feeling of confidence.

The teachers in School 5 were, on the whole, reasonably satisfied with their progress. One teacher expressed some frustration that they were not further on, but two others commented on how the realistic, measured pace the school was taking had helped them through the initial stages, when the rapid arrival of so many documents had seriously undermined their confidence.

■ Towards full implementation in the visit schools

The headteacher of School 1 said in Autumn 1996 that after religious and moral education, which they were planning to tackle the next term, their next goal would be to develop the rest of the environmental studies components to put alongside the science component they were already developing. After that they would address the expressive arts. All this was likely to take some time, however. The other teacher in the school was aiming to continue giving the pupils a 'reasonable grounding in the 3Rs', and to bring in some expressive arts work for the different age groups.

In School 2, the headteacher said they were continuing to work on environmental studies, and would be adding the religious and moral education in the course of the 96/97 session. Then were planning to tackle expressive arts the following year. However, she did comment that much of this would be ongoing as there was such a lot to cover. One of the other teachers was looking forward to feeling the environmental studies was well under way, and to getting the religious and moral education under way as well, while the other teacher was hoping that they would get to grips with the expressive arts soon.

In School 3, they had had to continue their development of expressive arts into the 96/97 session, so that environmental studies implementation had been postponed until 97/98. The headteacher felt they would need at least two years on this before moving on to the final area of religious and moral education. The three teachers we spoke to in Autumn 1996 felt that they were well on course for having at least started their implementation of all areas by the end of 98/99. They were keen to make a proper start on environmental studies, but felt that many staff were already familiarising themselves with it in preparation for this.

School 4 was the furthest on of the five visit schools by Autumn 1996, with mathematics, language and religious and moral education being well in place, the environmental studies programme receiving some fine tuning at this point, and expressive arts being the only area still requiring any amount of development. The headteacher felt that the idea of School Development Planning had been a particularly worthwhile development from the implementation activity, encouraging staffs to think about how to develop their own schools in relation to their own needs; a process this headteacher saw continuing beyond the initial implementation of the 5-14 guidelines.

School 5 had made slower progress in implementing the guidelines, having focused on developing the ethos and relationships within the school before turning their attention to the curriculum. By Autumn 1996 they had their language curriculum developed to the

point where they were ready to produce a school policy. The mathematics guidelines had in theory been implemented some years previously, but the headteacher felt unhappy with much of what was happening, and was intending to undertake a further review before too much longer. Meanwhile, they were working on the environmental studies guidelines, and had this written into their School Development Plan until the end of session 98/99, because it was a big area and the headteacher wanted to be realistic about the time it would take to implement.

■ Summary

By Spring 1994, from which point data were last reported, most schools had made some progress in implementing both the mathematics and the English language guidelines, but very few had done much with any of the other areas. Since then, more recent evidence shows that most schools had moved on to implementation of at least one of the other areas. The survey conducted in April 1996 indicated that the English language and mathematics guidelines were having a strong influence in most of the schools from which we received responses. Over half of the headteachers indicated that the environmental studies guidelines were either a strong influence or a current area of development in their schools by this time, about half indicated that this was so for the religious and moral education guidelines, while a little under a half indicated this for the expressive arts guidelines.

In the majority of these schools, the guidelines on assessment and on reporting were also either a strong influence or a current area of development. Fewer than half of the headteachers indicated that the personal and social development guidelines were a strong influence or current area of development, but in around a third of the schools these guidelines were being addressed by teachers on an individual basis. The guidelines on the structure and balance of the curriculum were either a strong influence or a current area of development in around two thirds of the schools responding to the survey.

Both headteachers and teachers overall made most use of the guideline sections containing the attainment outcomes and targets. Head teachers also found the sections on assessment and recording helpful for some of their purposes, especially planning staff development, and the rationale sections were found especially helpful for policy writing. The main purpose for which the teachers used the guidelines was their forward planning, but some also found the greater detail in the programmes of study gave them ideas, and others used guidelines to check coverage, clarify their focus for assessment, and a few teachers mentioned ways in which they supported differentiation.

The majority of headteachers and teachers responding to the survey felt satisfied with the progress they had made in implementing the 5-14 Development Programme by Spring 1996. The teachers in the visit schools were likewise mostly satisfied with their progress by Autumn 1995, some commenting on how this was a change from their initial feelings of being overwhelmed by the demands of the programme.

Although most staff in the visit schools felt more confident and able to move on faster with implementation than in the early days, not all of the schools expected to have addressed all the sets of guidelines by the end of the session 1998/1999. However, even in those schools where staff were confident that an initial implementation would have taken place in all areas of the curriculum by that time, the staff did not feel that implementation would be 'complete'.

3 Curriculum and Class Organisation

One of the aims of this particular evaluation was to investigate in some detail whether changes in classroom organisation were occurring as a result of implementation of the 5-14 Development Programme. Where there were changes we wanted to find out whether they related to particular curricular areas, especially language and mathematics which were the first areas which most schools tackled, or whether the teachers felt that any changes they made were affecting their teaching across the entire curriculum.

In this chapter we present the information we gathered from teachers, both through the survey, and in more detail at the visit schools, about their planning, about curriculum content, and about the resources they were using to support their teaching. We also present information we gathered from them about the organisation of teaching groups, about differentiation in the classroom, and about any other ways in which implementation of the 5-14 Development Programme was influencing their teaching.

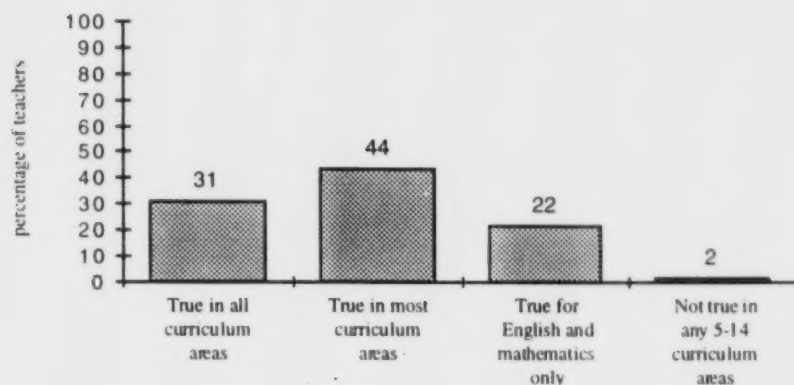
The information from the teachers in the visit schools concerning these issues was largely gathered during the interviews carried out in Autumn 1995. It can be assumed, therefore, that unless otherwise indicated, the information about the visit schools in this chapter comes from that first set of interviews. However, in the second round of visits in Autumn 1996, we did ask whether there had been any changes to curriculum and classroom organisation since the previous year. Where we gained additional information from these later interviews, this is clearly indicated in the text.

In the questionnaire, teachers were given a list of statements, and were asked to indicate for each one, whether it was 'true in all curriculum areas', 'true in most curriculum areas', 'true for English and mathematics only', or 'not true in any of the 5-14 curriculum areas'. In interpreting the responses to some of the statements, where teachers were indicating that they did not make **more** use of a given approach as a result of implementing the 5-14 Development Programme, it is important not to assume that this means, necessarily, that they do not use the approach at all. It simply indicates that, whatever the extent to which they used the approach before implementing 5-14, whether they used it all the time or never used it, this has not changed as a result of implementation.

■ Planning

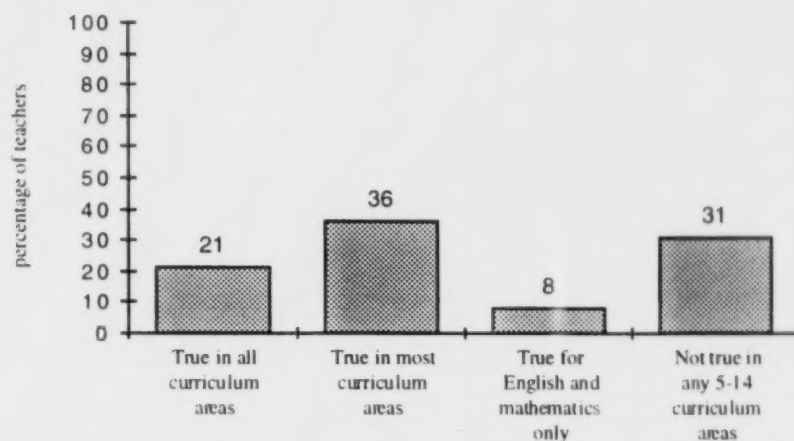
Almost all (97%) of the teachers responding to the survey said that their schools were working to planning sheets based on 5-14 for at least some curriculum areas, as illustrated in Figure 3.1. Three quarters (75%) indicated that this was the case for all or most curriculum areas, while just over one fifth (22%) indicated that they had 5-14 based planning sheets only for English and mathematics at present. Only 5 out of the 325 teachers (2%) completing the questionnaire said that their schools did not use 5-14 based planning sheets for any curriculum areas.

Figure 3.1: Teachers' responses to the statement 'The school uses planning sheets based on 5-14'



In many schools the burden of planning, which was commented on by a number of teachers throughout the questionnaire and by those we spoke to in the visit schools, was being shared through collaborative planning.

Figure 3.2: Teachers' responses to the statement 'I do more collaborative planning than I used to do'



As illustrated in Figure 3.2, almost two thirds (65%) of the teachers indicated that in at least some curriculum areas they engaged in more collaborative planning. Over half (57%) of them indicated that this was true for all or most of the curriculum areas, but 8% planned collaboratively for English and mathematics only. About one third (31%) said they did not engage in more collaborative planning in any of the 5-14 curriculum areas. However, as indicated at the start of the chapter, we need to exercise some caution in interpreting this response. We do not know whether these teachers were already planning in collaboration with colleagues before implementing 5-14 or whether they were not planning collaboratively at all, which is clearly likely to be the case in single-teacher schools.

Planning in the visit schools

All 5 of the visit schools were using planning formats which had been developed to support the implementation of 5-14, for at least some curriculum areas. When asked whether 5-14 had had any influence on the way they made their forward plans, 19 out of the 25 teachers interviewed in Autumn 1995 said that it definitely had. Three of the remaining

6 teachers were probationers and therefore knew nothing but 5-14, and while the other three initially said that only the formats had changed, subsequent comments revealed other changes as well.

Eight of the 19 teachers saying 5-14 had definitely influenced their planning said that the changes brought about had been made because implementing 5-14 required them. Only one of these eight had an explicitly negative view of the plans, describing them as 'a teachers' punishment exercise'. A ninth teacher said changes had been made to planning because HMI had recommended it, after an inspection.

All 25 of the teachers said that they referred to 5-14 guidelines when planning. Some specified particular guidelines, and while these were most often those in the areas where 5-14 had been or was being implemented in the school, a few teachers also mentioned referring to guidelines in areas their school had not yet addressed, to see for themselves the extent to which what they were presently doing tied in with the guidelines.

The main focus in all the visit schools seemed to be on the 'termly' plans. In three of the schools they were done six times per year, one for each half term or 5-6 week block. However, in School 2, they were done three times, for 4-5 week blocks in the first term, and then one for each half term for the other two terms, while in School 1, plans were drawn up on a monthly basis. In some cases the timing of plans had changed since the implementation of 5-14. School 1 had not formally done forward planning at all, until a recent inspection when they were told they must. In School 3 they had made two-weekly plans before, and the new headteacher who had been responsible for 5-14 implementation in the school, had changed this to termly plans.

When we visited in Autumn 1995, School 1 and School 2 were using a yearly overview sheet as well as their 'termly' plans. This was gradually completed at the forward planning times during the year, to form a record so that teachers could ensure they were achieving a balance in the various curriculum areas during the year. Three teachers in School 5 also mentioned doing something of this sort for themselves. There did not appear to be a standard school sheet for this purpose, and it was not clear whether it had been discussed as a school or whether the three teachers were doing this on their own initiative. We found more than once that there was some difference of opinion between staff within a school about whether or not ideas had been discussed as a whole by the staff. In School 3, the headteacher and two of the teachers spoke of making plans of what they were intending to cover in whole session at the start, especially for environmental studies topics, but also for language and maths. However, this was not being done by all the teachers interviewed in that school. School 4 did not have a system for making yearly plans in Autumn 1995, but on our second visit, in Autumn 1996, they had made a number of minor modifications to their planning procedures, one of which was to make yearly outlines at the start of the session. One of the teachers we spoke to had been involved in a trial run of this the previous year, and had found it very helpful, and much easier to do the second time around. Another teacher, to whom the yearly outline had been new that session, said it had been quite a struggle to complete it, but that now it was there it was extremely helpful. Other changes in this school's planning procedures included the use of some of their specialist teachers' time at the initial planning time for the sessions so that they could be consulted by the classroom teachers for guidance and ideas for outlining their programmes over the year, and each classroom teacher having a consultation with a member of the promoted team the week before each termly plan was submitted, to talk through past plans and identify particular areas that would need to be made a focus in the new plan.

On the whole, short term planning, whether daily or weekly, was left to teachers to decide their own preferred approach. In School 3 an outline sheet had been produced for weekly planning to encourage this, but not all staff were using it. Five of the seven teachers interviewed in Autumn 1995 were using it. Two of them specifically mentioned the value to them of weekly planning over daily planning. They felt that it kept them more focused on where they were going, and able to see things such as the progress of a group during the week more easily at a glance. The two teachers who preferred to make daily plans felt that the detail of their termly plans provided a clear picture of where they were going, and by planning daily rather than weekly they could remain more flexible to circumstances.

Eleven of the 25 teachers interviewed in Autumn 1995, including those mentioned above, spoke of making weekly plans. Four spoke of making daily plans, including the two mentioned above, and seven spoke of referring to their forward plans daily or frequently during the week, and basing their lessons on these. The remaining three teachers did not really speak about their short-term planning. One of the teachers who kept a daily diary said this was more of a record of what was done than a plan. She said she did do more detailed planning than her termly plan for some things, but generally on an activity basis rather than daily or weekly.

How useful do teachers find their forward plans?

Seventeen teachers said that they found their plans more useful since 5-14 related changes had been made. They gave a variety of reasons for this, from which the following four themes emerged:

- New formats keep you focused, and are laid out to be relevant to 5-14 (4 teachers)
- You know exactly what you are doing, which helps you be more organised, more analytical and structured, more precise, in your thinking and therefore your teaching. (8 teachers)
- The plans help you be clearer in looking ahead, seeing where you are going (5 teachers)
- You can use the plans as a map for lessons, actually do the things on the plans, unlike the old ones which were vaguer. (3 teachers)

Only two out of the 25 teachers interviewed in the visit schools felt that forward plans were not useful. One of these was against 5-14 as a whole and only paid lip service to the requirements for making forward plans. This teacher said she did what was required by her school and then put the plan in her drawer and got on. However, she said that she had looked at her forward plan for the last block when doing the most recent one, and found she had done everything she'd put in it. The other teacher who did not find forward plans useful said she just used them as a checklist, and in fact in the final interviews in 1996, the headteacher of this school admitted that this particular teacher did not really make forward plans even when asked to.

The three probationers we spoke to in the visit schools could not say plans influenced by 5-14 were more or less useful than previous ones, since they had known nothing else, although two of them confirmed that they found their plans useful. There were two other teachers who were uncertain whether their 5-14 influenced plans were more useful to them than plans they had made before. These were both teachers who were not outspoken against the 5-14 programme, but did express some ambivalence about the value of it. Throughout the interviews they reiterated their view that recent changes were not so much a result of implementing the 5-14 programme as an inevitable development at that time.

How forward plans are used

In the survey we were unable to gain detailed information about how teachers used their forward plans. However, the interviews with teachers in the visit schools provided an indication of the variety of uses to which they were being put.

Ten teachers said their forward plans were mainly used as a checklist. This generally seemed to involve checking them approximately monthly to see that everything was being covered.

Seven teachers said they planned their lessons directly from their forward plan, and were generally referring to them at least weekly, if not several times a week. Some of them spoke of having the plans out on their desks for constant referral.

Eight teachers spoke of using their forward plans to draw up their short-term, ie weekly or daily plans.

These were the main ways in which the forward plans were used, but two teachers mentioned referring to them when doing their next plans, and two others said they used them to identify a new angle of enquiry for their topic work, perhaps if things were flagging in the last week or two of term.

Many of the teachers interviewed in Autumn 1995 commented on the increased amount of writing and detail now needed in forward plans, and the increased amount of time this meant they took. However, most of these teachers felt this was worthwhile because of how useful the plans were once made. In particular, 12 teachers spoke of how the time and thought they now put into planning helped them to be more focused and structured in their teaching. For example, one teacher described how she no longer included things in a project because she wanted to; she now had clear reasons for what was covered, having thought through what the children would get out of it. Another spoke of how in Technology she no longer just let the children dive into the junk box, but thought through in advance all the stages that she wanted the pupils to go through, such as making up design briefs and evaluating finished work.

Although only one teacher was totally outspoken against forward planning, there were hints from a number of others that forward plans were drawn up rather under sufferance. One teacher commented that her plans were more useful than before, because she put so much time into them. But she felt that they were now so detailed that they didn't allow any flexibility. In contrast, another teacher who seemed fully in favour of the changes in planning she had made, because she found her plans very useful and referred to them at least once a week, commented that she didn't always cover everything in her plan - sometimes the children's interests turned them in a different direction. Two such different views suggest the possibility that flexibility lies in the head rather than on paper.

In Autumn 1995, six teachers volunteered thoughts on ways in which the present planning formats in their schools might or should be modified. All of these teachers were generally in favour of 5-14 and had found the changes to planning so far made to take account of it were helpful, but felt that there were ways in which things could be improved further. The need ultimately for simplification or streamlining of the planning sheets or sets of these was mentioned by three teachers.

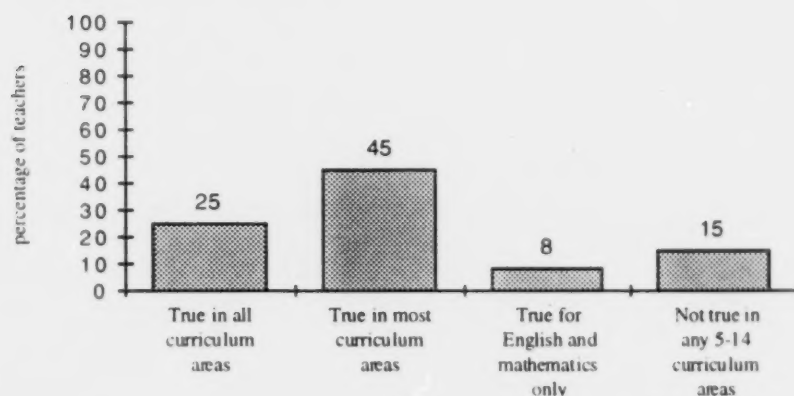
One teacher in School 4 commented that there were many opportunities in her school for input and consultation about such things and that the formats would probably continue to develop as they were used. Two other teachers from School 4 felt that they should spend some more time on planning as a school, modifying and developing both the

formats and their understanding of what should get written into the plans. By Autumn 1996, some of School 4's planning sheets had already been modified. The changes had been made largely in order to reduce the amount of writing required to draw up the plans. For example, for religious and moral education and some aspects of environmental studies, the strands were printed on the planning sheets so that the one(s) which were the focus of that plan could just be ticked.

■ Curriculum content

In their responses to the questionnaire, over three quarters (78%) of the teachers indicated that the curriculum content they taught had changed as a result of implementation of the 5-14 guidelines, as illustrated in Figure 3.3.

Figure 3.3: Teachers' responses to the statement 'The curriculum content I teach has changed as a result of 5-14'



Most of these (70%) said this was true for all or most curriculum areas, while the other 8% said this was true for English and mathematics only. About one sixth (15%) indicated that the curriculum content they taught had not changed in any of the 5-14 curriculum areas.

Our interviews with staff in the visit schools in Autumn 1995 gave us some insight into the kinds of changes being made to the curriculum as the various sets of guidelines were implemented. In some schools, in certain curriculum areas, further changes had occurred by the time of our second visit in Autumn 1996, and where this was the case the information is also included in the descriptions which follow.

Changes to mathematics

The headteacher of School 1 said that she had not made any changes to the mathematics curriculum as a result of implementing the guidelines. The headteachers of all the other four schools identified problem solving as an area which they had developed or needed to develop to meet the requirements of the 5-14 mathematics guidelines, and several of their staff also identified this as an aspect to which they now gave increased attention. All four of these headteachers also spoke of a change in the balance of the mathematics curriculum away from being so number dominated, giving more emphasis to the strands of shape, position and movement and information handling. Several of the staff we spoke to in School 3 and School 5 had some concerns that perhaps the balance had shifted too far away from basic number skills, especially in the early years. As one P6 teacher explained:

Basic number skills are not as good as they were. Number facts, bonds are not so secure as they used to be. I have to do reinforcement work, and I do not think this should be necessary.

Similar concern was aired by a number of the survey respondents when asked whether they felt there was appropriate breadth and balance in the 5-14 curriculum - see Chapter 6.

The headteachers of Schools 3 and 4 also emphasised that there were now more practical and investigative activities in mathematics, and more use of programmable toys and of turtle graphics and other computer-based work, and the headteacher of School 5 spoke of increases in such activities by a few teachers. Calculator use had also been extended in three of the schools.

One teacher in School 4 described in Autumn 1995 how she was having to change her approach to pupils engaged in investigative mathematics:

I think we have a tendency as teachers sometimes, if we see children struggling, to give them helping hands. And we sometimes do that too often.

On the return visit in Autumn 1996, this same teacher's P5 class was observed when a group of pupils was engaged on a mathematical investigation. The pupils started out by brainstorming about what to investigate and about possible questions to focus on. The teacher then participated in their decision-making to ensure that the pupils narrowed down their ideas to a realistic task, but thereafter the pupils followed through the whole process without help unless they asked for it. The investigation task was of a scale that would take a number of sessions to complete, and each group member completed a log sheet at the end of each session, outlining what had happened, decisions the group had made, and any problems that had arisen including how they had been resolved. This encouraged the pupils to focus not only on the investigation, but also on the process of working effectively as a team.

The headteacher of School 4 said the school had taken a strong move away from using a single scheme as the basis of their mathematics programme. They had a school programme laid out, based on the 5-14 guidelines, and had several schemes available from which teachers could pick and choose appropriate activities to cover their school programme. Four of the seven teachers interviewed in this school spoke of being less scheme-bound in the past. Two of the teachers in School 4 also identified mental calculation as an area which had been developed recently, partly as a result of advice from HMI in an inspection report. When this issue was discussed again in Autumn 1996 with one of these teachers, she felt that only a small increase in attention to this had had a significant impact on the children's confidence in their number work overall.

While all the schools had felt their implementation of 5-14 mathematics was well under way in Autumn 1995, this did not signify that work stopped thereafter; pockets of development activity still continued. For example, in the second round of interviews in Autumn 1996, the headteacher of School 3 spoke of a 'maintenance group' for the mathematics curriculum, which had been focusing on the further development of aspects of shape, position and movement and putting mathematics work in a context. The headteacher of School 5, who had arrived at the school when mathematics implementation through the cluster group was drawing to a close, had chosen to leave things as they were for the time being. However, by Autumn 1996 she was feeling an increasingly strong need to reconsider the approach to mathematics in the school. In particular she had grave reservations about the way the scheme (Heinemann) was being followed slavishly by many of the staff.

Changes to English language

The changes in the language curriculum referred to by staff in the visit schools were more in terms of emphasis than of content. Three of the headteachers spoke of increasing the emphasis on talking and listening activities. The headteacher of School 3 was particularly enthusiastic about the effect the development of skills in talking and listening was having on the children's language skills and confidence overall. However, the headteacher of School 5 said that, while the staff had increased the variety of talking and listening activities they used with the children, she felt it was inappropriate to give as much time to these as to reading and writing, since a number of their pupils had particular difficulties and needed to spend as much time as possible on the latter. Two teachers from School 5, as well as two others from School 3, had voiced some concern that the broader emphasis on all the language strands meant that basic skills were suffering from not getting enough time, concerns which were reflected in several comments coming from respondents to the survey.

Two of the schools had adopted new reading schemes in the course of revising their language curriculum. While they were working to two different schemes, each school had chosen one which could form the basis of the whole language curriculum, by offering suggested activities and materials to develop writing, talking and listening skills, and extended reading skills, as well as providing readers for the development of core reading skills. By Autumn 1996, these schemes had been in some of the classes long enough for several of the staff to comment that the linking of reading to the other language strands through the scheme seemed to be working very well.

The cluster group associated with School 5 had developed a package of materials to support reading for information, and the school itself was engaged, in Autumn 1995, in organising its fiction book stock to support reading for enjoyment. By Autumn 1996, this had been developed further into a graded list covering both reading scheme (various) readers, and novels, which provided a core list and suggestions for consolidation or extension reading to meet the needs of different pupils. This list was both a guide to teachers of what was available in school, and also produced in such a format that it could be used as a reading record.

All the headteachers spoke of developments in approaches to writing in their schools. In two of these a particular focus had been the early stages of writing, with School 4 working on drawing up some guidance for teachers over the transition from Foundations of Writing activities to 'real' writing. Four of the five headteachers felt that the pupils were now getting a better balance of writing activities covering functional, personal and imaginative writing. In Autumn 1996, the headteachers of Schools 3 and 5 told us that they had been focusing on developing writing further in the past year. In School 3 they had been developing further the idea of drafting and redrafting, which had been hard for some members of staff to adjust to, and they were continuing to work on achieving a good balance of the different strands. In School 5, the headteacher had felt that the cluster developments in language had been too superficial to meet the needs of their school, so they were continuing to look at this in greater depth alongside other developments. They had spent some in-school development time on writing, which the headteacher had felt had been particularly successful.

School 1 had bought in a new spelling scheme to match the 5-14 requirements, and School 3 was in the process of selecting one. In this latter case, the headteacher did not feel that buying a scheme was the best approach to spelling, but the working group assigned to developing spelling policy did, and so the headteacher was allowing them to go ahead.

Two of the other schools also spoke of developing spelling policies, and several of the teachers were glad that spelling had its own place in the guidelines.

Changes to environmental studies

Since the schools were less well on with their implementation of the environmental studies guidelines than with those for mathematics and English language, the information we obtained about the changes the 5-14 guidelines were leading to in this area is less substantial.

The headteachers of Schools 3, 4 and 5 thought that major changes in the way that environmental studies was taught would be required as a result of implementing the 5-14 guidelines. Perhaps we get the clearest picture from the two schools where formal implementation of environmental studies was under way, Schools 4 and 5. In both of these schools the headteachers said that the approach to environmental studies prior to implementation of the 5-14 guidelines had been predominantly language-based, through the use of worksheets. Both schools were working on developing an environmental studies programme in which specific topics, and the key features from the guidelines to be developed through these topics, were identified at each stage. In 1995 the staff in School 4 were working with what the headteacher described as an 'interim programme', which she had devised as a basis from which the school could develop their environmental studies curriculum in more detail. The kinds of changes that this headteacher felt were leading to quality environmental studies work within this programme included an increase in practical science and technology work, 'history' being studied through evidence and artefacts more than through worksheets, and a more skill-based approach overall. The teachers had found the interim programme to be a tremendously helpful way into the detail contained within the environmental studies guidelines, and by Autumn 1996 they were involved in a variety of review groups which were developing each of the five strands in more depth, clarifying the resources needed to support the programme and smoothing out areas where overlap was still occurring. An area of difficulty that the school had still not entirely resolved was what aspects of the programme, which was arranged by stage, should be covered in a composite class.

School 5 was also developing a programme for environmental studies, in collaboration with the cluster group, but in this case split like the guidelines into three stages, P1-3, P4-6 and P7. By the time of our second visit the school had created folders which contained planning sheets outlining the topics, content and key features to be covered for the stage P1-P3, and were in the process of producing a similar resource for the P4-P6 stage. The folders were designed to be completed as a class covered aspects of the programme, so that over the three years there were no gaps or overlaps. Besides the flexibility built into this approach, there was also intended to be time available for teachers to undertake mini-topics to meet the needs and interests of their particular classes. Since the folders were only newly available at the time of our last visit, we did not gather much information about their use. We spoke to only two teachers in the relevant stage, one of whom was concerned about how prescriptive the approach was, while the other was very enthusiastic about the support it provided whilst also leaving scope for flexibility.

In School 3, where environmental studies had been put to one side in order to participate in the cluster focus on expressive arts, the staff had already carried out an initial audit of practice in environmental studies, and like the two schools discussed above, discovered just how much environmental studies time was actually taken up with language-based work. As a first step towards a school programme, they now worked from

a topic grid which incorporated an element of flexibility and choice, but helped to ensure that the pupils received a broader coverage over the span of their primary schooling and were not repeating topics.

The headteachers of Schools 1 and 2 also saw major changes resulting from implementation of the environmental studies guidelines, but seemed less certain that these changes would lead to improvement in the curriculum for their pupils. They were particularly concerned that there was so much to cover that there would be no time to explore anything in depth.

Schools 1,2 and 3 had been targeting areas of environmental studies that they recognised were particular gaps in their provision, even before addressing the guidelines as a whole. Technology and the resources necessary to develop this more systematically was an area identified for development by two of the schools, and science likewise. The headteachers expressed some concern about the resource implications involved in trying to cover the whole range of experience outlined in the guidelines, especially in a small school. However, School 1 had had a successful collaboration with the secondary school science department over an Electricity topic.

Changes to religious and moral education

School 4 had developed a programme for religious and moral education, based on a Regional interpretation of the 5-14 guidelines. An interested staff member had taken on the responsibility of devising the programme, identifying topics for each stage of the school, and this was just being put into practice at the time of our Autumn 1995 visit. By Autumn 1996 a few wrinkles had been ironed out, and by and large the teachers we spoke to found it a very useful support to this work. One said that she had learned a lot herself in planning and teaching the programme, and that she had gained a lot more confidence and interest in the subject in doing this, as had the pupils. The school had also invested quite heavily in a range of resources to support this programme, which the teachers felt had been an important aspect of its success.

Two of the other schools identified Other World Religions as the outcome that was the most obvious gap in their current provision, while three headteachers and several teachers expressed some concern about the task of taking on this area. Two of the headteachers felt that the recommended time allocation for religious and moral education was inappropriately large, a view echoed by some of the questionnaire respondents in response to questions about the breadth and balance of the curriculum, and another felt that she was so lacking in confidence herself that she would need considerable support to be able to support her staff adequately when it came to tackling this area of the curriculum.

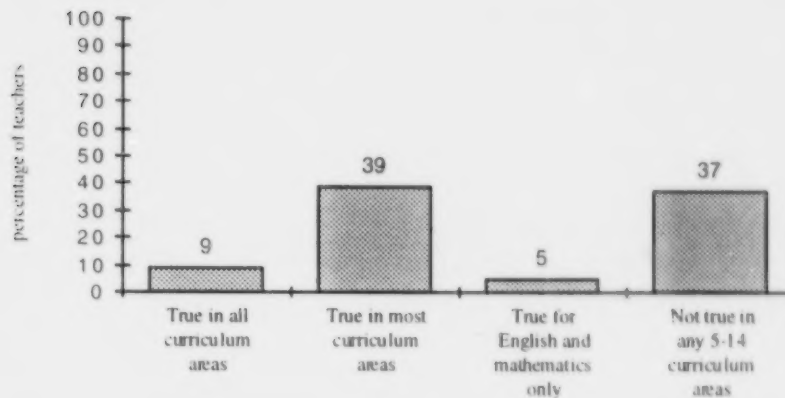
Changes to expressive arts

Implementation of expressive arts was not sufficiently progressed in any of the five visit schools to enable us to obtain much information about changes in this area of the curriculum. Furthermore, specialist teachers provided much of the impetus for what was being done, even in School 3 where expressive arts was the current area of development. The classroom teachers in general highly valued their support. However, teachers in School 4 did talk of the way they were focusing more on the work of 'real artists', for example, through trying out Impressionist techniques for themselves. In School 3 there had been some very successful drama work developed through collaborative teaching. A Senior Teacher had acquired special training and now went into her colleagues' classrooms and developed drama work alongside them with their classes.

■ Subject-based and cross-curricular teaching

Early in the evaluation, some teachers had indicated that they feared that 5-14 would bring about an increase in subject-based teaching as staff tried to cover the curriculum within the allocated time. As Figure 3.4 illustrates, about half of the teachers (53%) responding to our questionnaire in Spring 1996 indicated that they used more subject-based teaching since 5-14 in at least some curricular areas.

Figure 3.4: Teachers' responses to the statement 'I use more subject-based teaching than I did'



Most of these teachers (48%) said this was the case for all or most areas, while 5% said it was true for English and mathematics only. For over one third (37%) of the teachers, implementation of 5-14 guidelines had not resulted in them using more subject-based teaching in any curriculum areas.

In the visit schools

In Autumn 1995, we asked the teachers in the visit schools whether 5-14 had moved them to a more subject-specific focus in any area. We also asked whether they saw any advantages in covering the 5-14 curriculum through cross-curricular work, and how far it was possible to do so. In Autumn 1996 we followed this up by asking whether 5-14 had any influence on the way teachers planned, taught and assessed cross-curricular activities, and where possible, we discussed specific examples from the teachers' recent plans.

In the visit schools there were mixed opinions about whether 5-14 was encouraging teachers towards a subject-based or a cross curricular approach, and it was interesting that these opinions varied not so much between as within schools.

School 1

In 1995, one teacher said that she now taught specific strands. She did not think it was feasible to take a cross-curricular approach, describing herself as 'pernickety' and not liking bits and pieces. In contrast, the probationer interviewed used a cross-curricular approach to some extent, feeling that it worked as long as she didn't try to make everything she taught fit into one topic. In 1996, with the falling roll in the school, the probationer was no longer there, but the other teacher said that she did use some of the mathematics workbooks that 'go sideways' for consolidation, and materials such as videos. She felt that mathematics in a context worked when it was fun and got the children interested. She said

that it had been the scheme rather than the 5-14 guidelines which had influenced her in this direction.

School 2

In School 2, one of the teachers commented that resources were better now than in previous years, especially to support cross-curricular work where this was appropriate, for example, to link language to art and drama. In 1996 both these teachers said that they did not really think that the 5-14 guidelines had influenced their approach to cross-curricular work. They would not tend to introduce new material in a context, using context-based activities for extension or consolidation purposes.

School 3

The headteacher of School 3 felt in Autumn 1995 that some teachers were now choosing topics that were really cross-curricular, bringing in the mathematics and so on. One of the teachers described how a cross-curricular approach provided a way of reinforcing basic work, for example in mathematics, with contextual work linking to the topic. Another commented that she still planned everything around the topic, as in the past, but that she was perhaps now more aware of the specifics of what she was going to cover in each subject.

In 1996, one teacher described a number of ways in which the 5-14 guidelines had influenced her cross-curricular activities, particularly in relation to expressive arts. She spoke of including problem-solving in the Design side of Art, and of some very successful work drawing together the PE, Music and Drama with their environmental studies topic on the Amazon. Working in groups, the pupils had made up a piece of music and related dance to reflect some aspect of the way of life of people (settler, indigenous or whoever) in the Amazon region. This teacher said that in the case of mathematics and language she would tend to focus on aspects they had already covered in core activities when developing work in a context. However, she regarded this work not just as extension or consolidation, but also as important for the pupils to see applications of the core work, not just doing things as a routine.

By contrast, a P1 teacher in School 4 said that most mathematical concepts at this stage were best established by being encountered in a range of contexts. She was also linking the early reading scheme books, about toys 'coming to life', with Music - the Nutcracker Suite - and with topic work on colours, since the toys were each a different colour. This teacher said that the 5-14 guidelines had had a considerable influence on this cross-curricular work. The (three) P1 teachers had gone through the guidelines together in some detail, mapping out what needed to be covered and working out when and how to do this.

School 4

In 1995, although one teacher at first said that she took a more subject specific approach than in the past, she went on to say that the cross-curricular and subject specific approaches went hand in hand. For example, she felt more aware of the distinction between a language task and an environmental studies task, so that her environmental studies tasks were more clearly focused on strands and key features from the guidelines, but she also planned language tasks that related to the theme of the topic. Another teacher felt she was now doing more cross-curricular work, while two others told us that they planned cross-curricular work as appropriate, in the way that they had always done, though feeling less

pressure to contrive everything to fit the topic. They had confidence that it was all right to teach a subject on its own when it did not easily fit.

The three teachers interviewed in 1996 felt that the 5-14 guidelines had indeed influenced their planning and teaching of cross-curricular activities, but that this had developed over time so that it was hard to identify particular ways in which they had done so. Two of these teachers described mathematical activities involving investigative work and information handling, where they introduced the material directly through cross-curricular activities related to their topic work, rather than doing exercises from text books first.

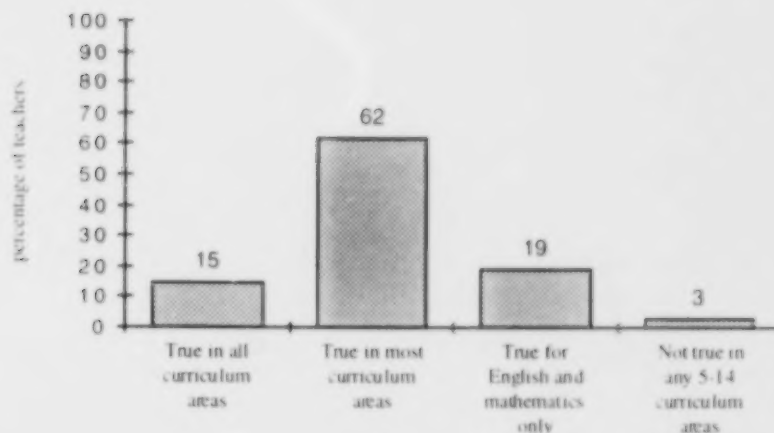
School 5

In School 5, four of the seven teachers interviewed in 1995 felt they were now taking a more cross-curricular approach, helped by the 5-14 documents, while another thought 5-14 had a tendency to move things to a more subject specific approach, which she was trying to resist. Two of the three teachers interviewed in 1996 were felt that the 5-14 guidelines had been responsible for making the staff as a whole more aware of the need to focus more on the environmental studies targets such as for science and less on language tasks in their topic work.

■ Resources

Almost all (96%) of the teachers responding to the survey said that teaching materials used in school matched 5-14 for at least some curriculum areas, as illustrated in Figure 3.5.

Figure 3.5: Teachers' responses to the statement 'The teaching materials used in school match 5-14'



Over three quarters (77%) of the teachers said this was true for all or most curriculum areas, while a fifth (19%) said this was currently true for mathematics and language only. Only 10 out of the 325 (3%) teachers said that teaching materials did not match 5-14 in any curriculum areas.

The teachers were also asked to indicate whether they devised more of their own materials than they used to. Figure 3.6 shows that over half (55%) of them did so, with 47% indicating that this was true in all or most curriculum areas, although a few (8%) indicated that it was true only for language and mathematics.

Figure 3.6: Teachers' responses to the statement 'I devise more of my own materials than I used to do'

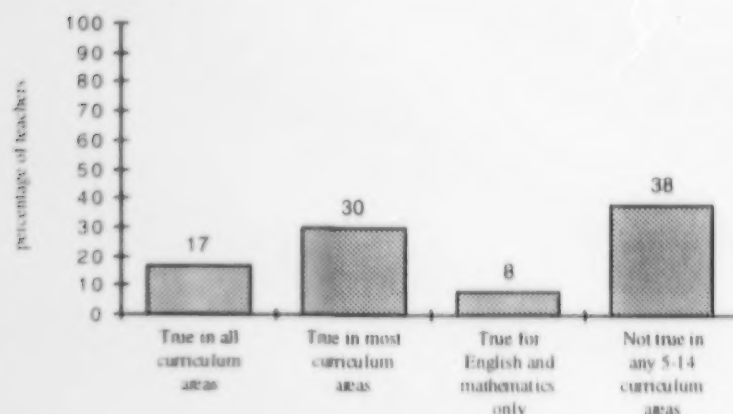
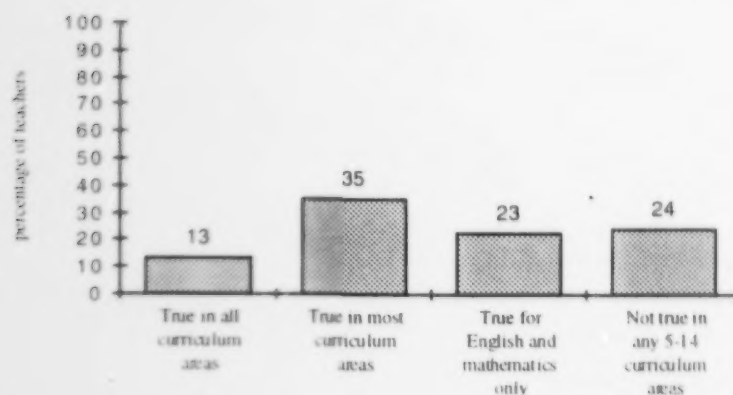


Figure 3.7 illustrates the teachers' responses to a statement about their use of published schemes.

Figure 3.7: Teachers' responses to the statement 'I make more use of published schemes than in the past'



Approaching three quarters (71%) of the teachers indicated that their use of published schemes had increased in at least some curriculum areas. About half (48%) indicated that this was true for all or most areas, while about one quarter (23%) indicated that it was true for language and mathematics only. The remaining quarter (24%) indicated that they did not make more use of published schemes in any area. Remembering the caution given at the beginning of the chapter, we need to be aware that this may have included some teachers who do not make use of schemes at all, but also some who have always made a great deal of use of schemes.

Resources in the visit schools

In four of the five visit schools, the key resource bought in to support implementation of the mathematics guidelines had been the new Heinemann mathematics scheme, which was generally felt to relate more closely to 5-14 than the SPMG scheme which it replaced. In the fifth school, School 4, the school programme was now more important than any scheme, of which there were several to select work from. Four of the teachers in this school spoke of being less scheme-bound than in the past. One of these teachers said that she felt

the school was well-resourced, with catalogues and cross-referencing to support this approach, while another commented that it was sometimes quite hard work to find or create the necessary resources to work in this way. Other mathematics resources which schools had acquired to support implementation of the 5-14 guidelines included new calculators in School 1, while the headteacher of School 5 indicated that the school was still building up resources such as programmable toys.

A considerable variety of resources had been bought in or developed to support 5-14 language implementation. Two schools had adopted new reading schemes, School 3 opting for the Longman Book Project, while School 4 had chosen the Collins Pathways scheme. The cost of these schemes had led both schools to take a staged approach to their introduction, building up from the infant department. In each case, the school had invested in a scheme which would support the whole language curriculum, by providing materials and suggestions not only for the development of core reading skills, but also such aspects as developing awareness of different genres, extension activities in the other language strands of talking, listening and writing, and also ideas for links into other aspects of the curriculum. School 3 had also invested in the Letterland Phonics scheme, and the teachers' experience of it between Autumn 1995 and Autumn 1996 had left them very satisfied with their choice. School 5 had developed its own phonics programme, and in conjunction with its cluster group had produced a resource pack relating to Reading for Information. This school had not invested newly in a reading scheme, but between Autumn 1995 and 1996 they had developed a list of the books from the various schemes they had available, organised into a core, staged 'scheme', with ideas for consolidation and extension readers as well. School 1 had invested in new spelling and handwriting schemes, chosen to fit more closely with the 5-14 guidelines, while by Autumn 1996 the working party which had been considering spelling in School 3 had decided they wanted a scheme and were in the process of choosing an appropriate one. Other language resources mentioned included the SCCC 'Scots Kist' which was being used for a P6 to S1 link work scheme in School 1, and materials to support the development of listening work in the same school.

In other curriculum areas, School 2 had bought the Ginn science scheme, and in School 4 several teachers referred to the Silver Burdett and Ginn music scheme they were now using, which encouraged them to do more work with instruments, composing and such like. The headteachers of all three of the larger schools spoke of ways in which they were trying to collect and organise the available resources, so that everyone was more aware of what there was and it would be easier to lay hands on what was needed to support planning and teaching. This process was also enabling the schools to identify gaps in their resources.

■ Classroom organisation

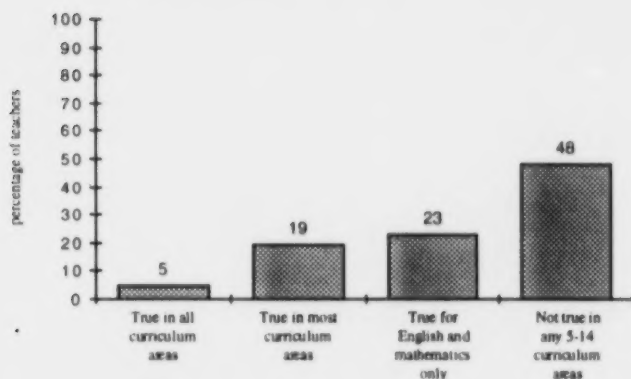
Teachers in the visit schools were asked whether 5-14 had had any influence on the way they organised and arranged their classrooms. In School 4, three teachers spoke of the greater freedom the children now had. The teachers were using a more hands-off teaching style, setting up discovery activities and giving the children nudges rather than telling them how to do things. One in particular spoke of the need for different kinds of resources and a different way of using them to support this approach. However, only one teacher in this school described making changes to the layout of her classroom as a result of implementing 5-14. She now had more ongoing artwork and technology, and had rearranged things so that pupils could do independent work of this sort as well as directed sessions on particular techniques.

In School 3, one teacher said that things had used to be kept in cupboards and only got out when needed. Now she had a mathematics area, a resource area and so on, and gave the children more responsibility for looking after things. Another teacher in this school, who felt in general that she had not made much change, nevertheless commented that she did give the children more responsibility, and that the work was generally less teacher directed.

Organisation of teaching groups

Figure 3.8 illustrates the responses the teachers responding to the survey gave to a statement about the extent to which their pupils worked in attainment groups.

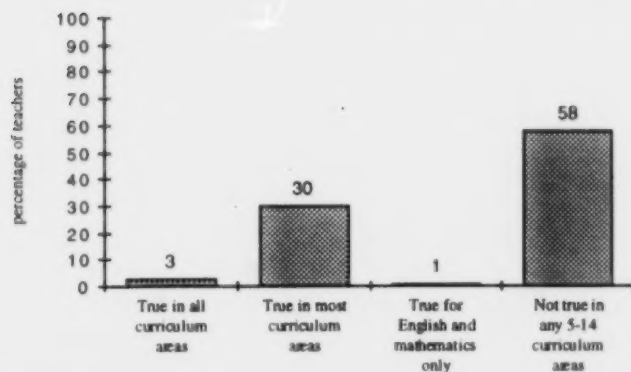
Figure 3.8: Teachers' responses to the statement 'My pupils work more in attainment groups than they used to'



It can be seen that almost half (47%) of the teachers indicated that their pupils worked more in attainment groups since 5-14 than they used to do. A quarter (24%) indicated that this was true for all or most curricular areas, while a quarter (23%) indicated that it was the case for English and mathematics only. Almost half (48%) indicated that their pupils did not work more in attainment groups for any curricular areas.

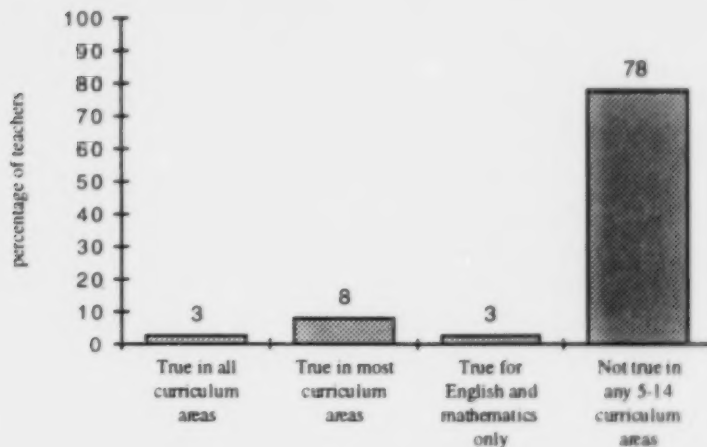
Figures 3.9 and 3.10 illustrate the teachers' responses to similar statements about their use of mixed ability groups and whole-class teaching respectively.

Figure 3.9: Teachers' responses to the statement 'My pupils work more in social/mixed ability groups than they used to do'



Just over one third (34%) of the teachers indicated that their pupils worked more in social or mixed ability groups than they used to do. All but 3 (<1%) said this was true for all or most curricular areas. Over half (58%) indicated that their pupils did not work more in such groups in any curricular areas.

Figure 3.10: Teachers' responses to the statement 'I use more whole-class teaching than I did'



The evidence from this survey gives no indication of a trend towards whole class teaching (as some teachers had predicted at an early stage in the evaluation). Fewer than one sixth (14%) of the teachers surveyed in April 1996 indicated that they used more whole-class teaching than they used to. Most of these said this was the case for all or most areas, while only 3% said used more whole-class teaching for English and mathematics only. Over three quarters (78%) of the teachers said they did not use more whole-class teaching than before in any curricular areas. However, this could include teachers who always teach the class as a whole right through to teachers who never do this.

In the visit schools

In School 2 both the headteacher and one of the other staff commented that they now organised their teaching groups according to levels. They had formerly used attainment groups, but the children in them had often worked individually. An adviser had recommended that they organise their groups according to the 5-14 levels pupils were working at and then have the whole group work on the same thing at any one time, so as to make the teaching more manageable. Since this was a small school with composite classes, there could be younger children in groups working at a higher level than other older children, which these teachers felt could be a problem with this approach.

In Schools 1 and 3, the teachers did not feel they had changed the way they organised their teaching groups. However, one teacher in School 3 did feel that it was very hard to fit religious and moral education into her current integrated day type approach, and was giving thought to how she might timetable specific time for a whole class session on this.

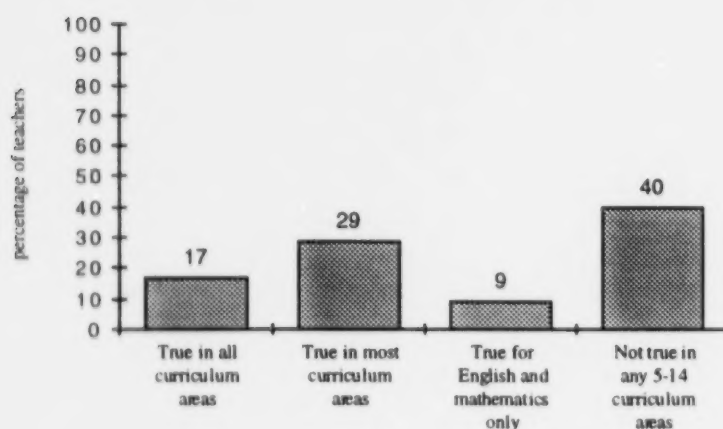
In School 4, a number of the teachers commented on changes in the way they organised their teaching. Four mentioned changes in the balance and variety of groupings they used, welcoming in particular the confirmation in the 5-14 guidelines that class lessons are appropriate in some circumstances and that not too many groups should be used.

Two of the teachers in School 5 said that they felt they had moved towards a more integrated day, with resources put out to be easily available and the children being encouraged to be more self-reliant. Another, who had always taught an integrated day, saw the value of including whole class lessons at times, but found it difficult to do this when classroom furniture was set out for the groupings appropriate to the integrated day. Two of these teachers spoke of trying to find the best balance between different teaching approaches – whole class, group and individual.

Differentiation

Over half (55%) of the teachers responding to the survey indicated that they gave more emphasis to differentiation than in the past, at least in some curricular areas, as illustrated in Figure 3.11.

Figure 3.11: Teachers' responses to the statement 'I give greater emphasis to differentiation than in the past'



Most of these (46%) said this was the case for all or most areas, while 9% said it was true for English and mathematics only. Two fifths (40%) indicated that they did not give more emphasis to differentiation now than in the past.

In the visit schools

We did not ask specifically about differentiation in the first round of interviews in Autumn 1995. However, in Autumn 1996 we picked up on this issue and asked about the range of levels the pupils in the interviewed teachers' classes were working at, whether 5-14 helped the teachers to cater for the needs of them all, and if so, in what ways. Except for the teachers of infant classes, all the teachers we spoke to had pupils working at three, if not four different levels. Nonetheless, the infant teachers also commented that the range of abilities within their classes was very broad.

In School 1, the headteacher had commented in 1995 that her teaching was not so good now because of the need to give attention to all the 'little bits of paper', and that she didn't extend the children as much as she used to. She was concerned at the way that, in the education system as a whole, so much effort and money was put into giving support to the lower ability pupils, and so little to those who needed more challenges. The teacher in this school in 1996 could not think of any way that the 5-14 programme had helped her to cater for the needs of the different children in her class.

In School 2, the two teachers felt that they were handling the range of abilities in their classes the way they always had done, and that experience rather than the 5-14 programme was what guided them. However, one of them did say that the 5-14 guidelines had focused her thinking.

The headteacher of School 3 felt in 1995 that one of the key things that had changed as a result of the implementation of the 5-14 programme in their school had been the increase in the amount of differentiation occurring. The teachers were no longer working with the premise that all pupils in P4, for example, should be doing 'P4 work':

And when P6 asked for plasticine I really thought we'd cracked it, to do some of the ideas from Foundations [of Writing] for some of their poorer children who are having difficulty with their language.

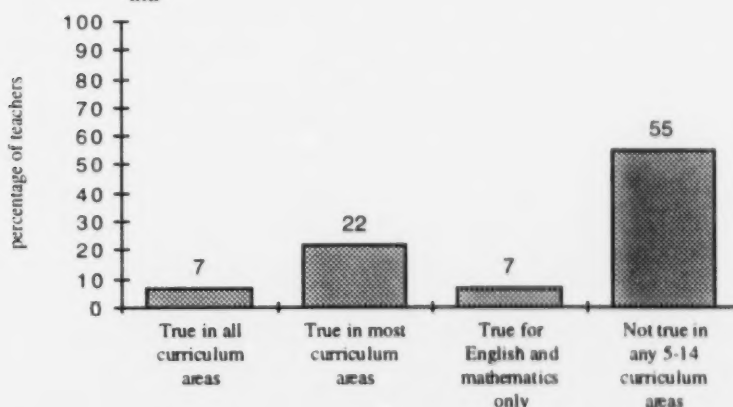
Two of the teachers interviewed in 1996 were not sure that the guidelines themselves particularly helped them cater to the needs of different children, although one was a P1 teacher whose pupils were all still working towards Level A, and the other did say that the guidelines did make her more aware of the different levels within all the different strands. However, the third teacher interviewed in School 3 in 1996 felt that the guidelines could help very much with differentiation, although this varied according to the task. She gave as an example the way the targets and programmes of study for the different levels of the Reading for Information strand had helped her to pitch a personal research activity appropriately for pupils at different levels, guiding the poorer ones to a particular book, while telling the more able pupils to 'Go to the library and find out about...'

In School 4, which was overall the furthest advanced with implementation of the 5-14 programme, the headteacher in 1995 commented that the staff on the whole catered quite well to the needs of the average child, but that they would need in the future to address the issues of differentiation and meeting the needs of children at the extremes most appropriately. The teachers interviewed in 1996 felt that the guidelines did support differentiation to some extent, by setting things out formally, and two of the teachers in School 5 expressed a similar view. The third teacher in School 5 was concerned that people might start to label children, for example, as Level A. She felt this was unhelpful since pupils might be at different levels in different areas. However, she did think that the structure of the levels could be useful in helping teachers to think clearly about a child's ability.

Collaborative teaching

Over one third (37%) of the teachers responding to the survey said that they engaged in more collaborative teaching than before, as illustrated in Figure 3.12.

Figure 3.12: Teachers' responses to the statement 'I do more collaborative teaching than I did'



Most of these (29%) said this was true for all or most areas, while 7% said it was true for English and mathematics only. Over half (55%) said that they did not do more collaborative teaching than before, but this does not mean that they did less, and the range could extend from those who always taught collaboratively to those who never did.

In the visit schools

A small number of examples of collaborative teaching was seen or discussed with the staff interviewed in the visit schools, although there may well have been additional activities taking place of which we were unaware. One approach was described above, in the case of the teacher taking drama sessions alongside colleagues with their classes. In another school a teacher with some expertise with Information Technology was doing a similar thing on a smaller scale with groups of pupils. In a third school, a teacher with particular expertise in developing science activities exchanged classes for a regular session each week with a teacher who was trained to teach German, so that both classes benefited from the expertise of both these teachers.

■ Summary

Changes had been made to planning, most obviously by introducing planning sheets based on 5-14, in almost all schools responding to the survey. In the visit schools, 5-14 based planning sheets had generally been drawn up for the 'termly' plans. However, a number of schools were introducing long-term planning sheets, to help teachers map out at the start of the session how they would achieve a balanced coverage of the different strands and curriculum areas during the year. On the whole, short term planning, whether daily or weekly was being left to teachers to decide their own preferred approach.

The majority of teachers in the visit schools were finding that their forward plans were more useful to them in their new form. However, a number commented on ways in which planning might be improved further, particularly in terms of streamlining the planning sheets or sets of them, and one of the visit schools took some steps in this direction between our two visits.

Over three quarters of the teachers responding to the survey indicated that the curriculum content they taught had changed as a result of implementation of the 5-14 guidelines. From the visit schools, we gained some insight into the kinds of changes which were occurring.

In mathematics, staff in the visit schools reported changes including increased emphasis on practical and context-based activities, and on problem solving and investigative mathematics in some schools. In English language, an increased emphasis on talking and listening skills was occurring in a number of schools, and a better balance of writing activities covering functional, personal and imaginative writing.

The two schools that were furthest on in their implementation of the environmental studies guidelines were both developing whole-school programmes, linking the strands and key features from the guidelines to specific topics, in order to promote continuity and progression. Three of the schools had found, when auditing their previous practice in environmental studies, that much topic work was actually language-based tasks, and that they needed to make a conscious effort to reduce this so as to make time to develop environmental studies skills and content in a focused way.

One school had also developed a whole-school programme for religious and moral education, but most of the other schools had not made enough progress in this area or with the expressive arts to be able to comment on changes. In the latter area, a number of the staff commented that the specialist teachers were providing much of the impetus for what developments were taking place.

There was a range of opinions concerning whether the 5-14 programme was leading to a more subject-based or cross-curricular approach to teaching. About half of the teachers responding to the survey indicated that they used more subject-based teaching since 5-14 in at least some curricular areas, and in the visit schools, a number of staff also felt this. However, a number of the visit school teachers commented on ways in which the 5-14 programme supported a cross-curricular approach, and several indicated that 5-14 guidance led to them feeling less pressure to contrive to fit everything into the topic, so that while they planned cross-curricular work where appropriate, there were also times when they would teach a subject on its own.

Many schools were purchasing or developing new resources to support their implementation of the 5-14 guidelines. Approaching three quarters of the teachers responding to the survey indicated that their use of published schemes had increased in at least some curriculum areas.

The evidence from the survey carried out in April 1996 gave no indication of a trend towards whole class teaching, as some teachers had predicted at an early stage of the evaluation. Almost half of the teachers responding to the survey indicated that their pupils worked more in attainment groups since 5-14, while fewer than one in six indicated that they used more whole-class teaching. Over half of the teachers indicated that they gave more emphasis to differentiation than in the past.

4 Assessment, Recording and Reporting

One of the central thrusts of the advice contained within the 5-14 assessment guidelines is that assessment should run through the five elements of the teaching process: planning, teaching, recording, reporting and evaluating. In Chapter 3 we reported on the approaches to planning and teaching being used in the survey and visit schools, taking particular note of the ways in which teachers in these schools felt they had changed or are changing what they do as a result of implementing the 5-14 Development Programme. In this chapter we will look specifically at the way these schools claimed to be developing their approach to assessment in the light of the 5-14 guidelines, including its role in evaluating the effectiveness of teaching. We will also look in some detail at the other two elements of the process, recording and reporting.

■ Assessment in the survey schools

As already discussed in Chapter 2, the majority of headteachers responding to the survey in the Spring of 1996 indicated either that the assessment guidelines already had a strong influence throughout their schools, or that they were currently receiving close attention. Very few headteachers said that their schools had not yet addressed the assessment guidelines at all. Narrowing the focus to the classroom, the questionnaire asked the teachers how far the assessment guidelines were influencing their own teaching and planning. Over a third of the teachers indicated that the guidelines had little or no influence on their practice. However, the other teachers felt themselves to be very much influenced by these guidelines.

Changes to assessment

Asked to indicate the extent to which each of a number of statements was true with respect to their schools, only 6% of headteachers felt that assessment practices had needed no change as a result of 5-14. The majority (87%) said that assessment was being addressed concurrent with work on the curriculum guidelines, although 6% indicated that they would turn to assessment once all the curriculum guidelines were in place. The most common response to the assessment guidelines was that a school was taking a more whole school approach to assessment, which was indicated by 89% of the headteachers, while 79% revealed that teachers were using a wider range of assessment methods now than before 5-14.

The questionnaire presented teachers with a list of various assessment procedures, and asked them to indicate for each one whether they used it to the same extent as before 5-14, more than before, less than before, or not at all. Teachers responded as shown in Table 4.1.

Table 4.1: Teachers' use of various assessment approaches post 5-14

	Same as before %	More since 5-14 %	Less since 5-14 %	Do not do this %
assessment of 'non-written' areas such as listening and talking	17	75	<1	3
giving written tasks for the purpose of assessment	27	65	3	2
using a variety of approaches to assessment	31	62	2	<1
using pupil self assessment	35	42	1	18
using peer assessment	33	35	2	24
giving feedback to pupils about their progress	52	40	<1	2
carrying out formal observations	31	59	1	5
identifying foci for assessment at planning stage	18	73	-	4
taking conscious note of results of ongoing assessment	26	68	<1	1
matching assessment to a specific purpose	26	67	-	2
using assessments to check that pupils are making progress	43	52	-	<1
feeding results of assessments into teaching plans	38	54	-	3
using assessment results to identify areas where pupils need help	51	45	-	<1
using assessment results to evaluate effectiveness of teaching	50	41	-	4

As can be seen, for many of these procedures the most common response indicated increased use since 5-14. Three quarters of the teachers indicated this for the assessment of 'non-written' areas such as listening and talking and for identifying foci for assessment at the planning stage. Around two thirds indicated that they more often took conscious note of results of ongoing assessment, matched assessment to a specific purpose, gave written tasks for the purpose of assessment and used a variety of approaches to assessment. These results confirm the headteachers' view that teachers were using a wider range of approaches to assessment since 5-14 had been introduced.

5-14 seems to have had less effect, however, on the extent to which teachers were likely to give feedback to pupils about their progress, use assessment results to identify areas where pupils needed help or indeed to evaluate the effectiveness of their own teaching. For each of these uses of assessment the greatest proportion of teachers indicated that their practice remained as it had been, before 5-14 was introduced. It is possible that these three procedures were already in greater use than some of the other approaches before 5-14, but it is equally possible that they were used only a little, and are still only used a little now while some other approaches have seen more of an increase in use. We have no baseline measures of the amount of use of such procedures before 5-14 against which to check these ideas.

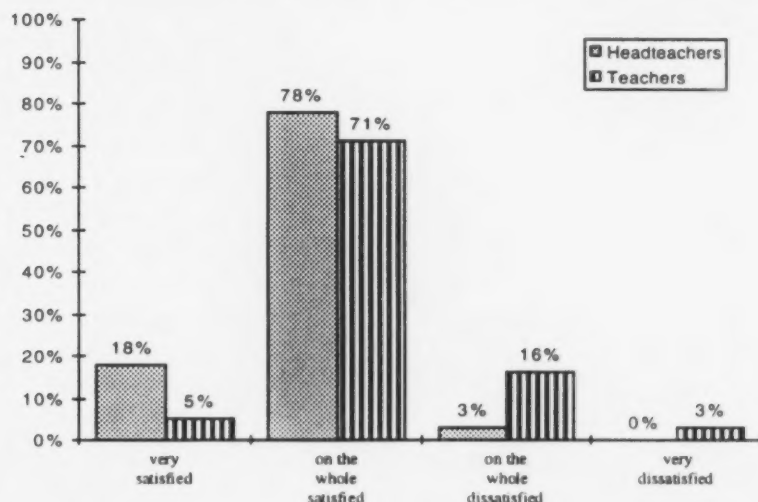
The responses concerning use of pupil self assessment and peer assessment show a rather different pattern. As Table 4.1 shows, relatively large proportions of teachers said they did not use either of these types of assessment (18% and 24%). About a third of the respondents indicated that they used them to the same extent now as before 5-14. As with all responses indicating no change, this is hard to interpret; we have no means of telling whether these teachers were continuing with very little use of these forms of assessment,

or had always made much use of them. However, the survey makes it clear that many teachers now claim to involve pupils in assessing their own and each others' work more than they used to do (42% and 35% respectively), which indicates that the strongest trend is for change.

Satisfaction with assessment procedures

Virtually all (96%) of the headteachers indicated that they were satisfied with the way that teachers were assessing pupil progress in their schools, including almost one fifth (18%) who said that they were very satisfied. As Figure 4.1 below illustrates, although most teachers were also satisfied with the way they were required to assess pupil progress since the introduction of 5-14, the percentage is slightly smaller, and considerably more teachers than headteachers fall into the 'on the whole dissatisfied' group.

Figure 4.1: Staff satisfaction with school procedures for assessing pupil progress



Space was provided for both headteachers and teachers to give a brief explanation for their level of satisfaction. 110 (78%) of the headteachers took this opportunity, 208 (64%) of the teachers.

One quarter of the headteachers' comments (27 headteachers) suggested that, while progress had been made and present practice was satisfactory, there was room for improvement. Ten headteachers wrote of how their procedures and practice were monitored and re-evaluated. The following comment was typical of these:

Assessment is a dynamic process under constant review and evaluation to reflect methodology and curriculum, development and initiative.

Seven headteachers wrote about changes in teachers' ways of thinking about assessment, as in the following:

Teachers here assess conscientiously and discuss issues. I regard this as a healthy climate for assessment to develop within

while no fewer than nineteen commented on the way in which assessment, with the curriculum guidelines as its focus, was more fully integrated into school work from planning through to evaluation:

Planning and assessment is being carried out with reference to guidelines in English Language and mathematics. Developments are planned for same in Environmental Studies.

Eleven headteachers pointed out that there were variations in competence between different staff, some teachers finding it easier than others to cope with change, and that some were under the impression that written assessment was more valuable than 'observation etc.' In contrast, one headteacher felt her staff were doing better than they knew, writing that the teachers were involved in more assessment than they realised, and expressing the hope that their confidence would grow. Six headteachers commented on the value of involving staff in development work although this was not always easy to manage in the time available, and a seventh, making a similar point, drew attention to her view that without such involvement staff worked less efficiently. Three headteachers remarked on the time taken up with management activities related to assessment, and another three, inevitably, stressed their efforts to reduce the burdens associated with increased paperwork. In two cases the headteachers wrote that little progress had yet been achieved because of EIS action.

Of the teachers who were clearly dissatisfied, over half (26 of the 50) complained of the amount of time assessment now took them, 10 people expressly focusing on how this meant less time was available for teaching and preparing. Assessment was seen as 'very time consuming', adding unnecessarily to teachers' workloads and 'using up valuable teaching time in the classroom.' To this group may be added a further 9 teachers for whom the specifics of recording assessment gave them excess paperwork; and it is interesting to note that many of those who said they were on the whole satisfied with assessment nonetheless commented on the amount of time and paperwork it needed. Five teachers remarked on the amount and level of detail of formal assessment required.

One hundred and forty eight of the 245 teachers who said they were either satisfied or very satisfied with assessment commented further. Many (44) repeated the opinions already reflected in dissatisfied teachers' comments that assessment was now more time consuming than it used to be. However, the difference between this group and those who were dissatisfied seems to be that the 'satisfied' teachers could see the value of what they were doing:

While time consuming, assessments are useful for reporting purposes and to back up judgements. Also give a further picture of the 'whole' child.

[Assessment is] very time consuming and detracts from the time available for teaching but would underline any difficulties experienced by child.

The comments made it clear that schools varied in the records they expected teachers to keep, and many suggest that attempts to keep them simple were a major source of satisfaction:

Although more records are kept, their format is simple.

Records are kept to a minimum. They clearly demonstrate children's progress. Formal reports are more detailed as a result of record keeping - parents appreciate this effort.

Assessment of pupil progress seems to give a very accurate picture of a child's development and specific needs. Assessment procedures require as little paperwork as possible and only relevant details are kept.

Two teachers implied that having the opportunity to influence forms of assessment in their schools had shaped their positive attitudes to the systems:

All the forms of assessment have been agreed within school and in consultation with us therefore we only do what we can and it is not too onerous.

Some areas would seem to be excessively cumbersome, but then this is only found after 'trials' of certain ways of the record keeping etc. and we can adapt our formats to make them easier as time goes on.

Some of the teachers could not see the value of the assessments they now made, which makes their overall satisfaction with the assessment procedures they followed somewhat puzzling. One frankly remarked that often the records she kept were not looked at. Another wrote 'I sometimes feel we are asked to assess simply for the sake of assessing and for no other valid reasons,' and yet another believed her assessment work was done simply to fulfil external requirements:

Head teachers seem to be fanatical about pieces of paper reflecting assessment, not for the good of the child and furthering its progress but simply so they can say to Inspectors 'see, we're doing what we're told!'

However, several comments suggested that teachers need more help:

I just assess children as I've always done. Would be willing to do more if I was given straightforward assessment sheets and advice.

I don't feel confident about my own judgements and I don't know how to involve other teachers to help me. I'd like more discussion time with a senior teacher - but when does a classroom teacher arrange this?

And no fewer than 12 comments served as a reminder that although progress was being made, in many cases that progress went no further than assessment in relation to mathematics and language. Interestingly, a further 5 comments revealed teachers' nervousness about extending new assessment procedures into other curriculum areas.

Assessment not overwhelming/time consuming at present - perhaps owing to fact that only Language and Maths policies are in place at the moment.

Rely heavily on assessment procedures in Language, Maths, E.S. but having concerns about Expressive Arts because of lack of expertise in some areas.

Eight teachers remarked on their progress in assessing talking and listening, an interesting corollary to the finding that 75% of respondents indicated they were now more likely to assess such 'non-written' areas than in the past. Others drew attention to the range of assessment techniques they now used, such as oral assessment which helped 'poorer' children, and which required teachers to be more selective in the form of assessment they adopted for specific purposes.

■ Assessment in the visit schools

Approaches to assessment

Asked how they assessed pupils' progress towards planned learning outcomes, 12 of the 25 teachers interviewed in the visit schools in Autumn 1995 stressed that assessment was an ongoing part of what they were doing, while two teachers specifically said that they did not assess everything all the time, but focused on one or two strands at any point.

Sixteen of the teachers said that they used a variety of forms of written assessment which included marking jotters and finished work, the use of worksheets and the use of tests, some of which were teacher-made and some which came from published schemes. Nine teachers indicated that oral assessment played an important role for them, and five undertook focused observation.

Fifteen of the teachers mentioned using some form of pupil self-assessment, including having pupils choose work to put into their 'best bags', encouraging pupils to discuss with the teacher how well they felt they had done their work, write simple comments on how they felt after reading a book, and write reports on themselves as though they were the teacher. Eleven of the teachers also told us they used peer assessment in the form of group discussions of pieces of work, and pupils marking each others' work.

We also asked the teachers in the visit schools what they saw as the purposes of assessing pupils progress, and how they used the information obtained. Thirteen identified the need to check on pupils' learning to ensure that they were making progress and working at the appropriate level. Fifteen stressed the importance of identifying areas where pupils needed more practice or were ready to move on faster, and using them to pinpoint particular problems.

Eight people described feeding information from assessments into their future planning, and twelve pointed out that they used such information to evaluate the effectiveness of their teaching. The following quotation illustrates the way that one teacher used assessment for both these purposes:

I will observe, and children who are having difficulties, and are repeatedly making mistakes, I will think, Well, are they not understanding? Are they not listening properly? Am I going too fast? If they are having problems, lets not go any further with what they are doing, lets go sideways and lets get some support material and maybe cover some ground that you're assuming that they've done, and it tells you in their records that they've done, but maybe they've forgotten or they didn't grasp it properly.

Three teachers told us that information from assessment was fed into reports to parents, and another that it was passed on to other teachers, for instance at the High school.

Changes to assessment

Sixteen of the 25 teachers we interviewed said that 5-14 had brought about differences to the way they assessed pupil progress. Three said it had not really made any difference, three said it had definitely made no difference, while the last three were probationers or at least new to teaching since 5-14 and therefore had no previous practice to alter.

The 16 teachers identified a variety of kinds of change. Five commented on the way assessment was more formal than it had been, three of them saying that more records had to be kept. Two teachers spoke of the need to stipulate clearly what it was hoped a pupil would achieve, and perhaps relating to this, three others said that their assessment was more focused than in the past.

Seven teachers commented more generally on ways by which their thinking about assessment and its role in teaching had changed. Two were more likely to think about it at the planning stage, two others felt they were more aware overall of what they were doing and why, and another felt, personally, more aware that assessment was necessary. One teacher said 5-14 had led all the teachers in the school to think about assessment and discuss it as a staff, while another commented that evidence for judgements was now required (not sounding entirely positive about this).

Breadth and variety in assessment were issues which seemed particularly important to eight teachers. Two teachers commented on the fact that they now tried to assess more areas and a broader range of skills eg talking, listening, manual skills, various skills in environmental studies. Two others said that more account was taken of the contribution of informal assessment of ongoing classwork as part of the evidence of a pupil's progress.

Two spoke of being more aware of the value in using a variety of approaches, not just teacher assessment, and another two of using more pupil self-assessment.

One teacher working in a school where assessment had not yet been a whole-school focus expressed the hope that her school would soon be addressing this issue. She wanted the entire staff to consider questions like: For whom are we assessing? What information is really useful to the next teacher? and was especially concerned about how to ensure that assessment was appropriate for the most and least able pupils.

In the interviews of Autumn 1996 the teachers were again asked about any changes in the way they thought about, planned and carried out assessment as a result of 5-14, but the responses simply confirmed what had been said the previous year.

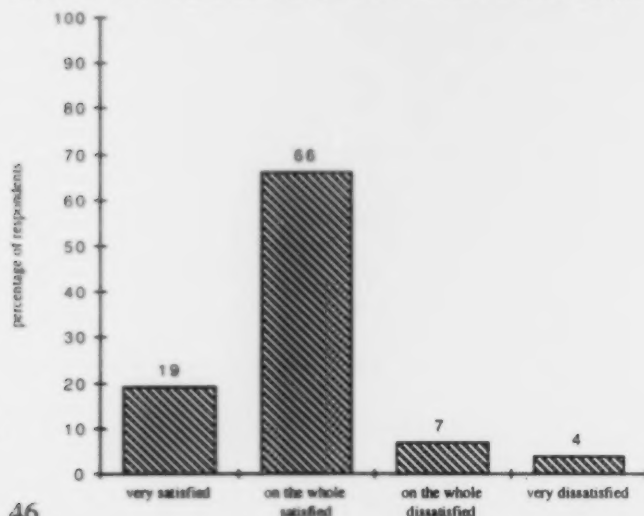
■ National Testing in the survey schools

In Spring 1996, most of the headteachers responding to the survey (93%) said that their schools had carried out National Testing. This represents a huge increase over the 44% having such experience in Autumn 1993, when the last survey was carried out. Over four fifths (85%) of the headteachers indicated that they were satisfied with the National Testing procedures in their schools at present, including almost one fifth (19%) who were very satisfied.

The headteachers were given space to add comments to explain their level of satisfaction, and 93 (66% of all the headteachers responding to the survey) took this opportunity. Many of these comments indicated that while the headteachers felt satisfied that the procedures for National Testing were working well, they were still not entirely convinced of their value. Seventeen headteachers expressed the view that the time and organisation involved was not repaid by the limited information obtained; such comments were especially common from headteachers in small schools. Six headteachers indicated they would like the tests to be more diagnostic in nature, while two preferred a more structured and standardised approach, using other tests besides national testing. The writing tests were identified as unsatisfactory or problematic by seven headteachers.

Other somewhat less satisfied headteachers included four from schools where EIS action was leading teachers to refuse to carry out testing, and six who were concerned that too much testing was taking place in the run up to reporting time. Head teachers suspected that the teachers were using the tests as 'a means of assessment rather than confirmation of the assessment carried out'.

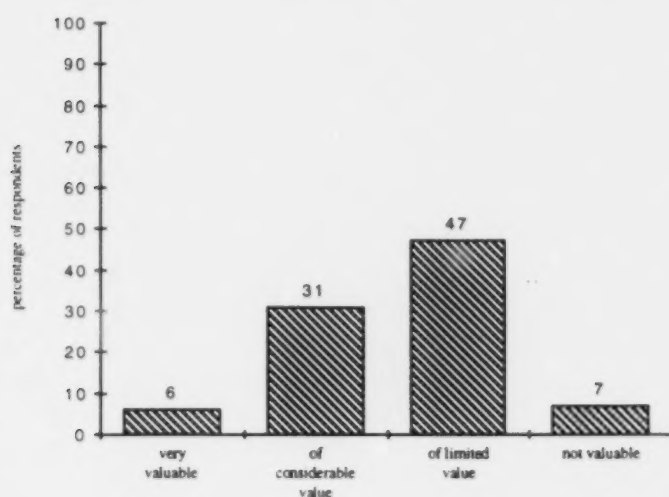
Figure 4.2: Headteachers' satisfaction with National Testing procedures in their schools



Teachers, but not headteachers, were asked whether they themselves had given National Tests to any pupils. About four fifths had given tests in mathematics (79%) and in reading (78%), while just over half (54%) had given tests in writing. Those who had not given tests were asked to give a reason, 18% of respondents indicating that no pupils had been ready for testing. These were usually teachers of P1 classes. Just over one in ten (11%) of the teachers said that their schools were not yet engaged in National Testing, while the remainder offered a variety of individual reasons.

The teachers were also asked what use they made of National Test results. Just under three quarters indicated that they were included on parent reports (71%), listed in the Pupil Progress Records or PPRs (71%), and used to confirm the teacher's judgement about pupil progress (77%).

Figure 4.3: Teachers' views of the value of National Tests as part of their assessment strategy



More teachers felt that the tests were of limited or no value (53%) than felt that they were of considerable value or very valuable (37%) as part of their assessment strategy. Comments to explain their views were given by 241 teachers (74%). The majority commented somewhat neutrally that the tests confirmed what they already knew of pupils' progress and ability, but 21 echoed the headteacher view reported above, that they took up time which could be used more productively, and only 14 indicated clearly that the information and evidence provided by the tests was of positive value to them. Some teachers (28) felt that the tests often did not do justice to the children, either because they were so different from the activities pupils were used to, or because nerves or some other reason led them to perform below their ability on the day. A few teachers were concerned that some might be tempted to teach to the tests and thus narrow the curriculum.

■ National Testing in the visit schools

During the interviews of Autumn 1995, it became clear that National Testing formed part of the assessment strategy in all but one of the visit schools, School 5, where EIS action had delayed its implementation. The two small schools (Schools 1 and 2) had established working systems for assessment, but found the kinds of arrangements that had to be made to fit testing in, in a small school with composite classes, complicated and unsatisfactory.

The staff in School 4 seemed quite happy in general with their procedures for testing, although the headteacher and some of the teachers expressed considerable reservations about the writing tests. The headteacher in School 3 was considering renaming the tests, in an attempt to lighten their image. The school had experienced difficulty in that staff members approached national testing in a variety of ways, differing not only in the way they handled the tests and discussed them with the children, but also in the teachers' own understanding of levels of work. For example, some teachers had complained that children were coming into their class having passed a Level B test with the previous teacher, while in their own opinions the children had not yet mastered all the requirements of Level B. The headteacher found this challenging of what colleagues had said and done very difficult to handle.

Comments from the teachers about the procedures for testing largely echoed what the headteachers had reported. Three commented that because the tests were not really like usual class activities, it was sometimes difficult to fit them into ongoing class work and thus make it easier for pupils to cope with them. One teacher remarked on language difficulties for the Level A mathematics tests, and two on difficulties with applying the writing criteria objectively.

The headteachers of the visit schools were asked how they wanted teachers to use National Test results. However, the responses focused on the formal uses that were made, such as inclusion on parent reports and in records passed on to other teachers either within the school or in the secondary school. The headteacher of School 4 said that she felt the results were not otherwise useful, for example for identifying 'next steps', since they were not detailed enough.

Asked what use they made of the results, 11 of the 13 visit school teachers who had given National Tests said that they used the results to confirm their own judgements of pupils' abilities. Four spoke of reassessing their view of a pupil if a test suggested it might be inaccurate, or indicated that child might be capable of work at a more challenging level. We did not directly ask these teachers how useful they found the tests, but two commented that the tests were not much use because they did not tell these teachers anything they did not already know. Another teacher remarked that the test results could be a guide to the level at which a child coming in from another school was working, but that she did not use them much herself because they were not very detailed.

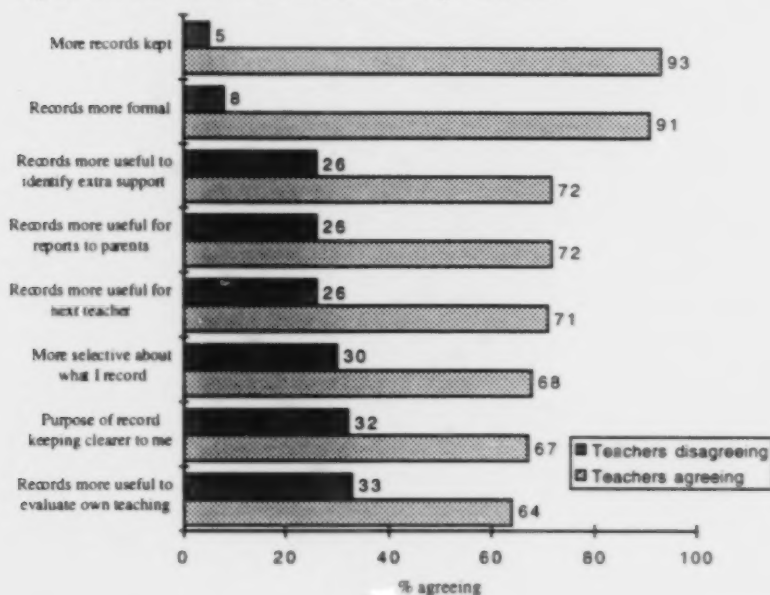
Specific questions about National Testing were not included in the 1996 interviews, but in response to a question to teachers and headteachers about their view of the key points about assessment 5-14, we did gain corroboration that the main use of National Test results was as confirmation of teachers' own view of a pupil's level.

■ Recording in the survey schools

Asked to indicate the extent to which each of a number of statements was true with respect to their schools, only 6% of headteachers indicated that they believed recording practices in their school had needed no change as a result of 5-14. The majority (85%) indicated that they were taking a more whole school approach to recording, and over three quarters (79%) believed that their teachers were using a wider range of recording methods now than before 5-14. Three quarters (75%) of the headteachers said that their cluster (area/liaison) group was developing or had developed an improved system for records to be passed on to the secondary school.

Some teacher views about recording were obtained through asking staff how far they agreed with a number of statements about records of pupil progress. The extent of their agreement is shown in Figure 4.4.

Figure 4.4: Teachers' views about records of assessment



As illustrated above, almost all the teachers (93%) agreed that they now kept more records than before the introduction of 5-14. This proportion includes 40% who strongly agreed. Most teachers also agreed that their records were now more formal, with 33% strongly agreeing.

About two thirds (67%) of the teachers agreed that they were clearer about the purpose for which they kept records, a percentage which includes 16% who strongly agreed. The remaining third disagreed, but, as reported earlier on changes to assessment procedures it is necessary to bear in mind that while this reveals that these teachers had not changed their position as a result of implementing the 5-14 guidelines, it does not reveal what that position was. Thus the group might include teachers still feeling unclear about the purpose for which they kept their records, but may encompass others who felt no need for greater clarity. Most of the teachers indicated that they kept more records, but, interestingly, over two thirds agreed that these were more selective than they had been prior to 5-14, 14% agreeing with this strongly.

Almost three quarters agreed that their records were more useful for preparing reports to parents, a proportion which includes 21% who said that they strongly agreed with this. One quarter (26%) disagreed, but these teachers might have regarded their previous records as adequate. Almost three quarters agreed that their records now contained more useful information for the next teacher, including 16% who agreed strongly. Again it is necessary to recognise that while some of those disagreeing may have meant that their records did not contain useful information for the next teacher, others will have meant that they contained no more useful information than before.

Almost three quarters of the teachers also agreed that their records were more useful for identifying areas where pupils needed extra support or challenge, although only 13%

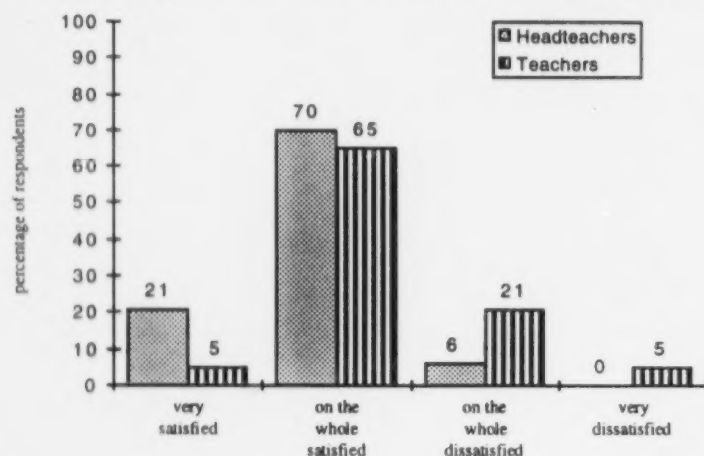
of these strongly agreed. Nearly two thirds agreed, 10% of them strongly, that the records were more useful for evaluating the effectiveness of their own teaching.

Satisfaction with recording practices

Head teachers

The vast majority (91%) of the headteachers indicated that they were satisfied with the way teachers recorded pupil progress in their schools, including one in five (21%) who indicated that they were very satisfied. Comments explaining their satisfaction or otherwise were included by 101 of the 142 headteachers who completed the questionnaire.

Figure 4.5: Staff satisfaction with recording procedures since the implementation of 5-14



Nineteen of the 30 headteachers who were very satisfied with the recording procedures in their school included comments explaining their satisfaction. Sixteen commented on the system in school, remarking on 'careful, detailed records' 'clear and specific' progress reports and forms which gave 'a good picture of individual pupils', while three noted the benefits of staff involvement in the development of a system, through comments such as:

The method was agreed first by staff and therefore more effort has been put into it

Procedures have been planned with staff and are now in place. Constantly re-assessed and evaluated

Sixty-nine of the headteachers who were 'on the whole satisfied' included explanatory comments. Thirty five of these commented on how their systems were still under development and review as methods that were 'fair to pupils, not too time consuming for staff, very clear and concise for parents' were sought, fifteen writing that developments were going well. Eleven others remarked that 5-14 had prompted deeper thought and understanding of what was required from recording. Fourteen of these headteachers commented on the facets of recording which kept them from feeling very satisfied, nine saying there was too much variation between teachers in their approach to recording and the remainder commenting on the time and workload involved. Individual comments referred to procedures developed by a cluster group, to staff involvement in development work and five headteachers indicated that so far they had only looked at recording of language and mathematics with reference to 5-14 guidance.

From the evidence contained in the seven comments coming from dissatisfied headteachers, that dissatisfaction stemmed from schools not having found systems which met their needs (four comments) and from the time-consuming and cumbersome nature of existing systems, which provoked staff resistance (3 comments).

Teachers

As Figure 4.5 shows, teacher satisfaction was generally less than that of headteachers, with 5% feeling very dissatisfied with the way records were kept, and the proportion considering themselves 'very satisfied' was much smaller. As many as 245 (75%) of the teachers offered comments, 162 of these coming from teachers who on balance were satisfied, and 78 from those who were not, the remainder coming from teachers who gave no clear indication of their level of satisfaction.

Forty-two of those who were satisfied commented that the way they kept their records helped them focus on planning, assessment and monitoring of pupil progress, and build up a complete picture of a child's achievement. This would be useful not only to a child's current teacher but also to those who would teach them in future classes:

I can see which points have been successfully taught and pick up any areas in which groups or individuals need more input. The records are carried on to the next class and are helpful to the next teacher.

Nineteen teachers felt that their reports were now more useful to them when it came to writing reports for parents, while eighteen traced their satisfaction to the fact that the records they used were both relevant and simple, two of them acknowledging that it might have been they themselves who over-complicated the issue:

At first I spent too much time on record keeping - I have now been able to decide what is and is not necessary

Although I am satisfied I feel my record keeping could be more concise.

Ten teachers remarked that effective systems gave evidence of progress which was easy to find when needed, while four others appreciated the fact that the detail of the records made it easier for teachers to identify areas where a child needed further work:

Being a more precise method of keeping records, it can be seen at a glance where a child's gaps are and therefore what needs to be planned to fill the gaps

In spite of overall satisfaction, ten teachers expressed concern that while they found their record keeping systems manageable at the time of the questionnaire, they were less sure these systems would remain manageable when 5-14 was being followed in all areas of the curriculum. A further 11 wrote that they were still working to develop effective and less time-consuming methods, and it is perhaps important to remark that, as was the case with respect to methods of assessment reported earlier in this section, many of the teachers who were satisfied overall commented on how long it took them to compile their records of pupil progress (33 comments), or on the increased workload record keeping now entailed (13). Unlike those who were dissatisfied, they felt the results were worth the effort, but nevertheless a desire to reduce the time spent on this activity was a recurrent theme in their written remarks.

The time and paperwork involved in compiling records of pupil progress was the most commonly mentioned cause of complaint in the remarks offered by the teachers who were on the whole dissatisfied with the way they kept their records (58 of the 78 comments). They did not see an improvement in children's learning equal to the effort they, the

teachers, invested, with five feeling that this effort was misdirected to the detriment of their pupils' progress, and seven hinting at a belief that the records were being kept because officialdom required it, and for no other reason. For them, the records were 'unnecessary paper work' which was 'often not read by the following teacher or other relevant parties'. Other reasons for dissatisfaction were variants on the same themes, complaints being made of over-complex forms with 'too many tick sheets and letters in boxes', which suggests a need for further refinement on the part of the school, while other teachers appeared to be working out their own systems without the benefit of overall guidance:

My records are not (a) revealing areas where children need support and assistance (b) helping me discover shortfalls in my teaching (c) sufficiently individual to help the next teacher in preparing for class [and there are] (d) too few standardised record forms throughout the school/ town region.

■ Recording in the visit schools

In the Autumn of 1995 we asked teachers in the five visit schools in some detail about the kinds of records of pupil progress that they used. In spite of the requirement to keep a variety of school-specified written records of pupil progress, no fewer than 23 of the 25 teachers interviewed also made use of informal records, whether these were kept in a notebook (21 teachers) or in their heads (2 teachers).

Written records were kept in parallel and included tick sheets (5 mentions), one school's system of an observation folder for each pupil with curriculum headings under which significant particulars were noted, and other forms of records relating to specific curriculum areas. For instance, for language work 8 teachers from 3 different schools kept a record of books read, four of these teachers also recording the children's vocabulary. Four teachers recorded details of other language work related to the reading scheme, using record sheets provided with the reading schemes in use. One school had felt the need to emphasise phonics work, three of its teachers telling us about the checklists they kept in relation to this while one teacher mentioned a sheet she herself had devised to record progress in talking and listening, based on 5-14 guidelines. In mathematics, seven teachers said they used the record of assignments provided as part of the Heinemann/SPMG scheme, and one teacher kept a 'star chart', recording which tables each pupil had mastered. One teacher described recording the main points of the environmental studies topics she had covered, and four told us that they recorded comments on personal and social development.

It was common for the records to contain notes of what had been covered and how much progress each child had made in that work. However, at one school the kind of information recorded seemed to be more selective, staff telling us they recorded the composition of their groups and how these had been determined, whether learning support had been given and of what kind, the criteria they used when observing work such as oral presentations and areas about which the teachers felt concern or felt particularly noteworthy about a child's progress - for example, instances of a pupil's doing other than expected, or of their progress differing markedly from that made by the rest of the working group.

Other teachers also mentioned forms of records which differed from a simple account of work covered. In addition to this kind of information, one teacher, additionally motivated by the need to keep her job share partner fully informed, noted how well work

had been done and how the pupils had reacted. Another told us of 'interviewing' pupils about their learning, asking about and recording the kinds of work they liked doing, what books they had at home, and how well they thought they were doing, while another mentioned recording presentational skills and degree of initiative used. Another, in her probationary year, kept a record of teaching or tasks that had gone well, noting ways to improve things in the future.

Collections of 'evidence' also formed a common type of record in the visit schools, whether through 'best bags' (remarked on by five teachers from 2 schools), topic folders (2 mentions), recording boxes intended to contain pieces of work from various areas of the curriculum at different stages of a pupil's progress through the school or through less specific collections. Besides examples of outstanding everyday work, evidence might include the results of class tests, worksheets and jotters, National Test results, and videos and tapes of topic work.

In comparison with the forms of records teachers described in the early years of the evaluation, which were largely personal notes, records of work covered rather than progress made in that work or based on tests built into published schemes (Harlen and Malcolm, unpublished interim report 1992), such descriptions indicate the use of a wider range of types of pupil records of progress. To what extent has this been influenced by 5-14?

Changes to recording in the visit schools

For three of the 25 teachers interviewed, who were probationers trained to teach according to the principles of 5-14, this question was irrelevant. However, asked whether 5-14 had any influence on their recording of pupil progress, fifteen of the remaining 22 thought it had, though one of those who did not feel its influence nevertheless hinted at a change of perspective in relation to her notes from observations:

Not really, although I don't feel guilty now about just sitting and watching. I'm quite happy to observe and note down, whereas you always felt as if you ought to be doing something in the past.

The fifteen were asked whether they felt the changes had made their records more or less useful, and if so in what ways. While two teachers were non-committal about this, thirteen clearly thought the records were more useful. The reasons they gave reflect many of the comments given through the questionnaire. Thus one reason (given by 2 teachers) was that the records would be helpful for the children's next teacher, particularly if the recording process followed a standard form. Another reason, more frequently mentioned (10 teachers), was that the new records were a helpful contribution towards writing parent reports and preparing for parent evenings: more material was written down, and took an ordered or dated form that gave a longer view on pupil progress. It was also thought useful to structure notes under curriculum headings, as this made it easier to see patterns, specially for areas like personal and social development, and to check that a range of activities was offered to all pupils. One teacher summed up the value she saw in the changes she had made to her records of pupil progress by saying:

I think sometimes we used to record things for the sake of recording them, whereas now we have a purpose in recording, and a purpose for usage.

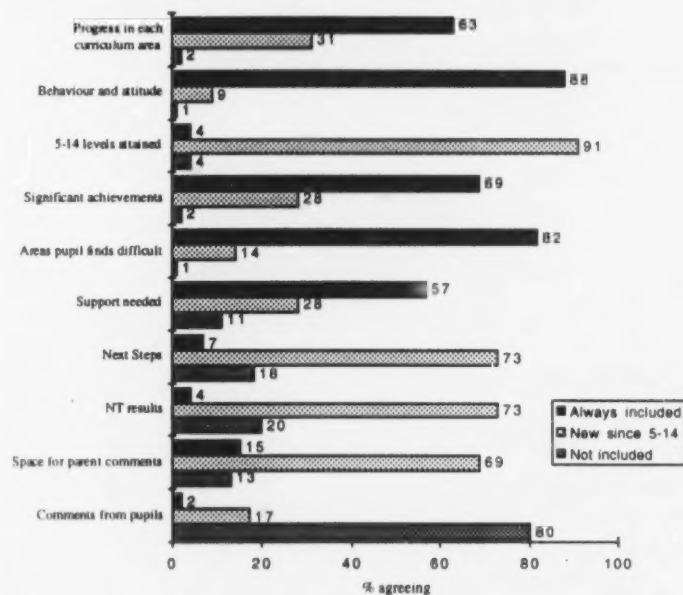
Asked how they used these records, teachers most commonly replied that they helped with future planning (9 comments) and fed into their thinking about a pupil's 'next steps' (9 comments). Six teachers considered them useful for passing on to the next teacher.

In the interviews of Autumn 1996, we asked teachers whether they had made any changes to the records of pupil progress they kept since 1995. Almost all of the teachers felt that the systems in their schools were working reasonably well, and had therefore needed no change. One teacher in School 5 said that she had reduced the amount of recording she had to do for reading, by keeping group records, and only commenting on individuals where their progress deviated significantly from that of other group members. Another teacher in the same school felt that some of the school-wide tick-box forms that staff were required to complete were not effective, since it was hard finding time to keep them up to date, and the teachers to whom they were passed did not have time to look at them.

■ Reporting in the survey schools

The questionnaires asked the headteachers to indicate which of a number of types of information had always been included in their school's reports to parents, which were newly included since the introduction of the 5-14 Development Programme, and which were not included. This information is shown in Figure 4.6.

Figure 4.6: Information included in school reports to parents

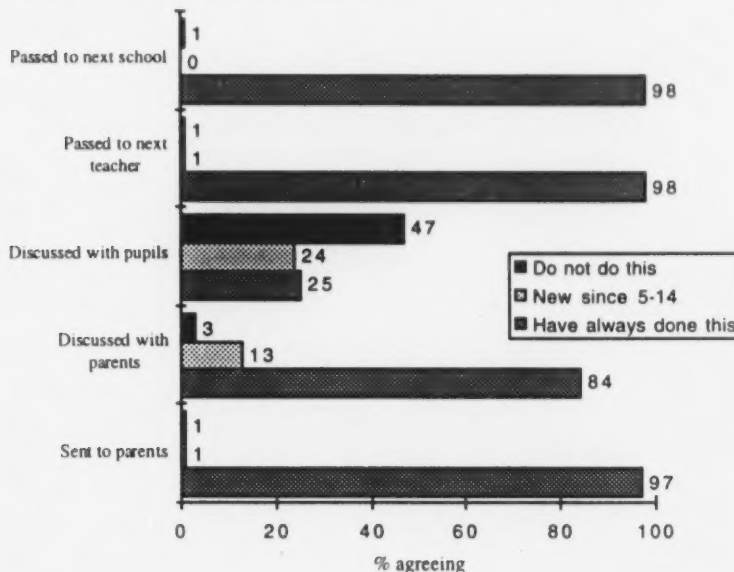


As is clear from the graph, well over half the headteachers indicated that features such as attainment expressed as 5-14 levels achieved, suggestions for pupils' development needs through 'next steps' and space for parents' comments had been introduced only since 5-14. Over half also revealed that giving accounts of pupils' progress in each curriculum area, of their significant achievements, the amounts of support they needed, the areas where difficulties had been encountered and a report on behaviour and attitude had always been included in the school's parent reports, although the last three were indicated as new in about a quarter of the schools. The fact that 80% of the headteachers had not yet included pupil comments suggests that if this is important to those implementing the 5-14 programme, it is an area which may warrant some attention.

In relation to the uses made of written reports, almost all the headteachers indicated that they had always sent reports to parents, passed them on to the next teacher, and passed

them on to the next school. Over four fifths said the reports had always been discussed with parents. It is interesting that although more schools discussed reports with the pupils than included written comments from them, still almost half the headteachers said that such discussions did not take place in their schools. A number of others wrote in comments which indicated that talking reports through with pupils was something they planned to introduce in the future. Figure 4.7 illustrates this information in graph form.

Figure 4.7: How reports to parents were used



Satisfaction with reporting

Almost all (95%) of the headteachers responding to the questionnaire indicated that they were satisfied with the reporting practices in their schools at present, including 23% who said that they were very satisfied.

Comments to explain their level of satisfaction were offered by 104 (73%) of the headteachers. Reasons for satisfaction included the belief that parents approved of the new style of reports, more two-way communication during interviews with parents, with the 5-14 style reports serving as a framework on which to base the conversation, and general appreciation of the better quality of the reports now being created. However, it should be noted that two headteachers remarked that parent interviews were less well attended now that the parents were receiving the fuller written reports.

Very few comments came from the 5% of headteachers who were dissatisfied with reporting in their schools. Concerns centred mainly on the time that was required to produce the reports and on irritation that they had needed to waste time in devising a suitable report format for themselves, the 'SOEID Blue Books' being thought unsatisfactory.

Thirteen headteachers described ways in which their systems were still under review and development; five of these hoped to add discussion with pupils to the process. Four headteachers commented that reports created by different teachers varied in quality, partly because some staff chose to make only 'safe' comments, giving parents a misleading picture of their children's progress.

■ Reporting in the visit schools

As ever, in the visit schools we were able to uncover greater detail.

Neither of the headteachers in the two small schools (Schools 1 and 2) felt that their school reports to parents had changed much since the introduction of 5-14. However, the reports were phrased in terms of levels and included National Test results. Parents were thought to like the new reports better than the old, although one of these headteachers felt that parents' understanding of the 5-14 Development Programme was marginal.

Schools 3 and 4 had been basing their reports to parents on 5-14 for several years by the time of our visit in Autumn 1996 and, familiar with the formats they had agreed upon, were finding them easier to use. Concerned that the positive tone of the reports was misleading some parents, who did not understand that their children were having difficulty, staff in School 3 had worked on ways of writing positive reports which were nonetheless realistic. In this they had been helped by an in service session mounted by their Region. A number of teachers from both these schools (8) commented on the increased time needed to complete reports which met the requirements of 5-14, and others echoed one of the themes evident in respondents' comments on the questionnaire: now that reports were so detailed, fewer parents thought it necessary to come to face-to-face interviews with staff, seeing the reports as a substitute. School 3 had tried to circumvent this problem by holding an Open Day, with sessions in both afternoon and evening, but found that few parents came to the daytime session. Despite initial resistance to the idea from some staff, the headteacher thought the event had been a success. Parents had also come in considerable numbers to an evening workshop about the reading scheme used in the school; a similar event focusing on mathematics was probably going to be organised.

All the data so far described have come from school staff, yet as a school's reports to parents are, after all, intended to be helpful to the latter, we felt it important to find out what parents thoughts about them. For this reason, as explained in Chapter 1, we arranged for brief questionnaires to be sent to a selection of parents in the visit schools. The questions they were asked had to do with their awareness of the school's engagement with the 5-14 Development Programme, the content of reports, their understanding of the 5-14 levels, the extent to which they found school reports helpful, the frequency with which they communicated with the school and their satisfaction with the information the school gave about children's progress.

The parents' views

Knowledge of whether the school was working within 5-14

Asked whether they knew if the school was working with the 5-14 Development Programme, 56% of the parents responding to the questionnaire indicated that they did. Most of the rest (43%) chose the 'don't know' option, with 2 respondents failing to respond. A school-by-school analysis shows that a considerably greater proportion of the parents from the two smaller schools, School 1 (70%) and School 2 (78%), claimed to know the school was working with the 5-14 programme, and it is notable that in School 5, which was taking the most measured approach to implementation having not yet started National Testing or 5-14 based reporting, only 26% of the parents ticked Yes.

Content of reports

The parents were asked to indicate which kinds of information from a given list were included on their children's written reports from school. Comments on pupil's attitude

and on behaviour were the most often ticked, by 91% and 90% of respondents respectively, and we noted only minor variations between the parent groups associated with different schools in this. In contrast, while two thirds (66%) of all the parents indicated that 5-14 levels were included, in this case there was considerable variation between parent groups. In School 5, where testing had not yet begun, only 16% of the parents indicated that 5-14 levels were included; we know that while including levels was not an official part of this school's recording policy, some teachers had been making individual moves towards a more 5-14 based style of reporting.

Overall, 62% of parents indicated that information about the amount of support the pupil needed was included, a proportion which again varied between schools, with all the parents associated with one of the small schools, School 2, indicating that this information was included, compared with fewer than half the parents associated with two of the other schools, Schools 4 and 5. About two fifths (39%) of the respondents overall recognised the inclusion of 'Next Steps' for learning. In this case, 63% of the parents in School 3 indicated this, compared to only 10% of parents in School 1. Just one fifth (20%) of all the parents claimed that National Test results were included on the reports. This figure might seem low given that 93% of schools nationally were conducting National Tests, but it must be remembered that a considerable number of children would not have been ready to take a National Test at the next level in any given session. As a reminder of the caution with which questionnaire responses always need to be interpreted, it is interesting to note that 16% of the parents (6 people) associated with School 5 indicated that results of National Tests were included on their children's reports, despite the fact that the school was not yet using the tests.

Asked whether any information that they would like to have was missing from the reports, the vast majority of parents (82%) said not. Of the 11% (17 parents) who would have liked more information, the largest number would have liked to know how their children fitted in with the peer group. Others mentioned that the reports they received lacked information on Next Steps, behaviour, amount of support needed and National Test results. One or two others wanted to know about very specific things, such as the use of computers in school.

Parents' understanding of 5-14 levels

Asked whether they felt they understood what was meant by level A, B, C, D and E, over two thirds (69%) of the parents claimed they did. In Schools 2 and 3 almost all respondents (91% and 92%) indicated this, in contrast to the responses from School 5 where only 36% of the parents indicated that they understood the 5-14 levels.

Helpfulness of reports

The vast majority of the parents (90%) indicated that the reports helped them to support their child's progress, only 7% feeling they did not. Forty-nine percent, fairly evenly spread across the five schools, wrote comments to explain these views. More than half expressed the view that the reports highlighted problem areas so that parents knew what to support and encourage their children with at home. A few parents remarked that information in the reports needed to be followed up at the parent evenings, where they got fuller information and perhaps suggestions about how to help at home. However, almost one fifth of the comments came from parents who felt that the reports they received had shortcomings in this respect, some because they felt the reports were too general, with one saying that her child had problems with reading and yet this was not put on her report. A

few commented that a single report at the end of the year was not ideal for helping parents to support their children.

Over three quarters (78%) of the parents agreed that the school told them enough about any difficulties their child might have, although a relatively large minority of 18% disagreed with this. A slightly greater proportion of parents associated with the larger visit schools felt that the school had not told them enough about any difficulties, compared with only around 10% of parents associated with the smaller schools. Additional comments were made by 47% of the parents, and came both from those who agreed and those who disagreed about this. Difficulties sometimes related to academic matters and sometimes to social or behavioural problems. Satisfied parents tended to stress that the school dealt with problems as they arose and kept parents informed about them, and several commented that they believed communication with teachers was easier in a small school: less severe problems might be discussed at parent interviews or indicated in the report, while more pressing matters would be raised through telephone or personal contact.

For those parents who were less satisfied that the school kept them well informed about difficulties, a key complaint was that the school had waited too long before informing and involving them. Some of the comments came from School 3, where an overly positive approach to reporting one year had misled some parents about how well their children were progressing, and it had come as a shock to learn that the children were receiving Learning Support the next session. There were also a few instances where parents had concerns which they felt the school had taken a long time to admit needed attention. The parents were concerned that this meant valuable time was lost before the child's difficulties were tackled.

Frequency of communication

Almost all the parents (94%) had received at least one written report in the past year, 35% having received two or more. The two small schools were sending out an interim report, as well as the full report at the end of the year, which accounted for most of the parents who received more than one report. Likewise, almost all the parents (95%) had been to a formal parent/teacher meeting, with 55% having been to two or more. Again, the vast majority of those attending more than one were parents associated with the two small schools. Relatively few parents indicated that they had had extra meetings with teachers, 7% having had one and 8% having had two or more, and only slightly larger numbers had received letters or telephone calls, 6% having had one and 17% having had two or more. Other ways in which they heard about their child's progress were listed by 12% of respondents. These included the respondents' helping out in the class or school, their children's receiving special certificates or awards for progress (these related to the Positive Pupil initiative in one particular school), accounts from the children themselves, and information gained when they had approached the teacher or school.

Overall satisfaction with information received

Finally, the parents were asked to rate how happy they were with the information they received about their child's progress at school. The vast majority (91%) indicated they were happy, with 27% very happy and 64% happy on the whole. Rather more of the parents of children in the two small schools, School 1 (45%) and School 2 (61%), indicated that they were very happy, while for the parents of children in the other three schools, the balance was more towards being happy 'on the whole'. Only 9% of the

parents responding to this questionnaire were unhappy with the information they received, 5% being unhappy on the whole and 4% (which translates into 1 or at the most 2 parents from each school) being very unhappy. Caution must be exercised in interpreting these views because close examination of the written comments, offered by 46% of parents, reveals that some commented not on the information they had received but on their child's progress itself.

Otherwise, comments from 'unhappy' parents came from several who wanted interim short reports, but in the main reiterated the concerns outlined earlier about lack of information or delays in receiving information about difficulties their children were having. Most comments from parents who were happy about the information they received expressed confidence in the school and the way it went about keeping them informed, although a few of these parents also indicated that they would like to have even more information to support them in helping their child's progress.

■ Summary

Most headteachers thought the assessment guidelines either had a strong influence throughout their schools or were currently receiving close attention, and teachers felt themselves to be very much influenced by them. In most schools assessment was being addressed concurrent with curriculum implementation, through a whole-school approach, and teachers were thought to be using a wider range of assessment methods than in the past. Teachers themselves considered their assessment was more focused and consciously matched to purpose, and that they were more likely to assess achievement in non-written tasks like listening. Many although not most teachers claimed to use pupil self- and peer assessment more than in the past. Virtually all headteachers felt satisfied with the way that teachers were assessing pupil progress, and most teachers, although in smaller proportions, were also satisfied. Satisfaction was associated with recognition that assessment was useful for reporting, backing up judgements and giving a picture of the whole child, and very strongly with simplicity and minimality in record formats. Almost all dissatisfaction stemmed from a failure to recognise the usefulness of the assessment and a perception that it was overly time-consuming, eating into teaching and preparation time and generating excessive paperwork.

Almost all schools had experience of national testing and more than four fifths of the headteachers were satisfied with the national testing procedures they had put in place. This satisfaction seems to relate mostly to the mechanics of the tests than to the value of the test per se. Teachers tended to believe the tests did no more than confirm what they already knew and took time which could be used more constructively, and several teachers in the visit schools had found it difficult to integrate National Tests into daily work.

With respect to recording pupil progress, most headteachers had felt that school systems needed to change with the advent of 5-14 and were taking a whole-school approach to ensuring that this happened. Over three quarters believed teachers were using a wider range of recording methods than in the past and reported that cluster groups were developing systems for improving the records that went to secondary schools. The teachers' perception was that they kept more records, and that those they kept were more formal. Most also felt clearer about their reasons for keeping records. There was majority agreement that records of pupil progress were more useful for preparing reports to parents, passing information to the next teacher and pinpointing areas of pupil need. Almost all headteachers were satisfied with their recording procedures for reasons that included their

careful, detailed and clear nature, several commenting that 5-14 has prompted deeper thinking about what was required in a record. Head teacher dissatisfaction stemmed from a perception that teachers within a school varied too much in the quality of records they produced and from the extra time the records took to compile. Fewer teachers were satisfied than headteachers but nonetheless more were satisfied than not. Records now helped them focus on planning, assessment and monitoring and gave evidence of progress which was easy to find when it was needed. The most common complaint was that the records were over-complex, took up too much time and involved them in too much paperwork. Some teachers expressed fears that while systems were manageable at present, once teachers were following 5-14 guidelines in all curriculum areas that manageability might disappear.

In over half the schools, reports to parents contained information about the 5-14 levels achieved, suggestions for a pupil's 'Next Steps' and space for parents' comments, all of which, naturally, were new with the introduction of the Development Programme. Under a fifth of the schools included pupils' comments. The most common recent use to which the parents' reports were put were as a basis for discussion, with both pupils and parents, although many schools claimed always to have used them for the latter purpose and about a quarter indicated that the reports had always been discussed with pupils. Most headteachers were satisfied with the new style of reports, believing that parents approved of them and that they encouraged more two-way communication between school and home.

On the whole, the parents who took part in the small scale survey associated with the visit schools were happy with the information they received about their children's progress. Only a small majority claimed to know their schools were working with the 5-14 Development Programme but about two thirds said the reports they received gave information about their children's progress in terms of 5-14 levels (which most claimed to understand) and the amount of support needed. Much smaller proportions overall were familiar with 'Next Steps' sections and National Test results. Almost all parents felt the reports helped them support their children's progress. The returns from parents with children in the two smaller schools indicate a particularly high degree of satisfaction although, as with other parents, the extent to which this was satisfaction with the reports or with their children's progress generally was not clear.

5 Management and Support

In this chapter we turn our attention to the management and support of implementation of the 5-14 Development Programme. On the questionnaires, headteachers were asked to indicate which of a list of strategies, derived from information coming from the earlier stage of the evaluation, had helped them to manage their implementation of 5-14. These included pacing change, especially through School Development Planning, and involving staff in the implementation in a variety of ways, which included participation in working groups and the sharing of expertise. Head teachers were also asked about their strategies for monitoring and evaluating progress in those aspects of 5-14 that had been implemented, and about development activities with other schools through 'cluster' or similar groups. Head teachers were asked about any impediments they had encountered to the implementation of 5-14 in their schools, and both teachers and headteachers were asked about the kinds of support they had received and how useful these had been.

Issues similar to these had been raised in the interviews with headteachers in Autumn 1995, when we asked a variety of questions about management which covered monitoring procedures, impediments to implementation, particularly successful developments, the cumulative demands on staff and the kinds of support they had found helpful. In the following year's interviews we asked about changes in the schools' approaches to monitoring or in the activities of the 'cluster' group, but otherwise asked only more generally about the management of implementation during the past year. Thus, most of the information about management in the visit schools was obtained in Autumn 1995, and information from Autumn 1996 is only included where it involved new approaches or changes from the previous year.

Although the bulk of the data on management and support derives from headteachers, this evidence is enriched by some information provided by classroom teachers who in 1995 were asked whether they felt cumulative demands on them as implementation proceeded, and about the kinds of support they had found useful. In both 1995 and 1996, where possible teachers in the visit schools whose headteachers considered them to be particularly successful in implementing some aspect of 5-14 were interviewed, and in some cases were observed in their classrooms. Where appropriate, the information obtained from these interviews and observations has been included in this chapter.

Chapter 5 is structured by separate brief sections which consider various aspects of managing implementation in turn. These sections cover pacing change, staff involvement and ownership, monitoring and evaluation of progress, cluster group activities, perceptions of impediments to implementation, particularly successful developments, cumulative demands and support. In each section we begin by presenting findings from the national survey, and follow these with accounts of the more detailed information gathered from the interviews and, where appropriate, the observations carried out in the visit schools.

■ Pacing change

Presented with a list of management strategies and asked to indicate which had helped them, the great majority of headteachers responding to the survey (92%) had found it helpful to pace implementation of 5-14 through the School Development Plan. For two thirds (66%) it had helped to aim first at ensuring a basic curriculum provision in line with 5-14 with the intention of returning to each curriculum area afterwards for fine tuning. On the other hand, almost half of the headteachers (49%) indicated that it was helpful to develop each curriculum area in full before they moved on, and it is hard to be sure how the 15% who ticked both of these options interpreted these two apparently contradictory approaches so as to have found them both helpful. When it came to determining when to move on to a new area, almost half the headteachers (47%) indicated that they found it helpful for the management team to take the lead on this, while a third (30%) said they let the staff judge when they were ready to move on.

Pacing change in the visit schools

The headteachers of four of the five visit schools said that while they were pacing change, they were nevertheless aiming not to dwell too long over any one area. School development planning was found to be a helpful means by which to plan out the pacing of new developments, and also to let everyone see how this would be done, taking into account both what was regarded as possible and what was seen as desirable:

Having a school development plan that balances realism with ambition is really important.

In School 4, the head felt the staff were coping well with the changes. She commented that in areas where the school had not started implementation formally, some staff were moving things on themselves. They had even been willing to take on implementation of the religious and moral education guidelines earlier than their development plan had set out, when HMI recommended this. However, the headteacher was concerned that the value of school development planning in helping with prioritising and pacing could be undermined if people could come in from outside the school and ask them to alter the plan in such a substantial way.

In School 2 the headteacher said that the advisers had encouraged them to begin phasing in other areas, rather than trying to 'perfect' mathematics and language first. In School 5, the headteacher was conscious of having adjusted the pacing of implementation according to the school's circumstances. Implementation had been taken very slowly when she had been new at the school, and had focused on developing the relationships between staff, parents and pupils. The headteacher felt that once these relationships were well established the school would be in a position to progress more quickly; for instance, school policies drafted by the management team would by and large be accepted, whereas in the past there had been a distrust of anything devised by the promoted team. In School 3, the headteacher felt her staff were capable of moving forward more quickly than they themselves did. She was attempting to keep the momentum going, albeit in a paced manner, because she felt it would boost the teachers' confidence to look at new areas and see how much they were already doing.

■ Staff involvement and ownership

Most of the headteachers responding to the survey (89%) had found it helpful to tackle 5-14 implementation on a whole staff basis, and two thirds (66%) had found it helped to give

remits for specific responsibilities to individuals or groups. Half of the headteachers (50%) indicated that they had found it helpful to ensure that staff strengths were shared (e.g. through joint teaching or having staff with expertise lead workshop sessions).

Staff involvement in the visit schools

In Autumn 1995 headteachers in three of the five visit schools described ways in which they used the expertise already existing among various members of their staff teams. In School 5 this mainly took the form of individuals, not always from the management team, taking responsibility for auditing specific areas of the curriculum, such as health or computing, which could then be discussed and shared with the whole staff. In School 3, teachers with particular strengths, such as the senior teacher who had a drama qualification, were working in classes other than their own, alongside the class teachers, to help them develop their practice in these areas. In School 4, staff expertise was being shared in a variety of ways, including one class teacher volunteering to develop the religious and moral education programme for the school, since this was a particular interest of hers, and others providing workshops or collaborative sessions for colleagues on particular strengths. By Autumn 1996, in one case this had become a regular exchange whereby two teachers swapped classes at a specific time each week, so that both classes could benefit from the expertise in practical science activities of one teacher and the foreign language expertise of the other. Also in Autumn 1996, several of the staff in School 3 described with enthusiasm the success of a cluster in-service event, when staff with particular strengths from all the cluster schools had put together workshop sessions from their other colleagues could choose. Both the teachers involved in collaborating with colleagues to organise the workshops and those who attended them had found this a very worthwhile undertaking and were hoping something similar would happen in the future.

In 1995 the headteachers of the three schools mentioned above had stated how important it was to have staff involved as much as possible at all stages of development, so that they would feel ownership of what was happening rather than that changes were being imposed from above. The headteacher of School 3 stressed her efforts to ensure that everyone's contributions at meetings were valued and heard, so that it was not just the 'stronger' or more vocal members of staff who shaped progress. The strength of her concern can be seen in the school's arrangements for working group membership: initially staff had been allowed to opt into whichever working groups most interested them, but by 1996 the headteacher and management team were assigning staff to groups, to achieve a good mix not only of experience and representation of the different stages of the school, but a mix of personality types. The headteachers of School 4 and School 5 stressed the value of in school in-service sessions for promoting discussion and sharing of ideas and expertise among their staff.

It is perhaps worth pointing out that both School 1 and School 2, neither of whose headteachers stressed the importance of strategies to involve teachers in 5-14 development, were both small. Head teachers in such schools may not find it necessary to have formal arrangements for this kind of sharing and discussion among a staff of only three or four.

■ Monitoring and evaluating

Asked to indicate whether they monitored and evaluated progress in the aspects of 5-14 that they had implemented, the vast majority (94%) of the headteachers responding to the questionnaire said they did. Presented with five possible foci for such monitoring and asked to tick those that they checked, headteachers made it clear that they most commonly

monitored teachers' forward plans (94%), teachers' implementation of those plans (89%) and the breadth of the curriculum the teachers were offering (85%). Nearly three quarters (70%) of the headteachers monitored the balance of time teachers were giving to different curriculum areas, while under half of them (44%) monitored the extent to which teachers encouraged the transfer of skills and knowledge between curriculum areas, in other words the coherence of the programme offered.

Space was provided on the questionnaire for headteachers to add any further comments they wished concerning monitoring and evaluation, and this opportunity was taken up by 32 (23%) of the respondents. Eight of these identified other approaches to monitoring, including sampling of pupils' work, classroom observation, focusing on what was being assessed and how, and the use of resources. One headteacher wrote that a specific area was monitored each term by the promoted staff.

Other comments touched on a variety of issues. One respondent wrote that it was becoming increasingly difficult for headteachers to find adequate time for monitoring and evaluation. She suggested that monitoring should become a greater feature of the AHT/DHT role, but went on to say that it ought to be one of a headteacher's most crucial roles, so appeared to be in two minds. Another headteacher felt that it was 'essential to have non-teaching promoted staff for any meaningful programme of monitoring to take place.'

Six of the comments came from teaching heads, who wrote either about the difficulties of finding time to monitor when they had a full class commitment, or, when they were the only teacher in the school, about the difficulty of being objective. One headteacher of a single-teacher school implied that she had found a workable solution by ensuring that 'monitoring and evaluating form[ed] an integral part of the planning process.' And one headteacher saw an inherent tension between evaluation, if it were acted upon properly, and progress:

A difficulty is that monitoring/evaluation invariably invites some revision of an approach. If this is done then we will always find ourselves revisiting the same areas.

This point seems to parallel that made by some of the headteachers reported earlier, who were torn between a strategy which aimed as far as possible to 'perfect' each area of the curriculum before moving on, and an implementation strategy which first offered basic curriculum provision in all areas and then returned to those areas for fine-tuning.

Monitoring in the visit schools

In Autumn 1995, all the headteachers were asked about how they monitored the curriculum in the 5-14 areas which their schools had implemented. On our return visit in 1996, we asked whether there had been any changes of approach to monitoring, and also about the extent to which monitoring indicated that satisfactory classroom practice was resulting from implementation.

In 1995 the headteachers of the two small schools, School 1 and School 2, did not have formalised procedures for monitoring, but felt that they were aware of what was going on, particularly from teaching the pupils themselves. The headteacher of School 1 said, as had some of the questionnaire respondents, that there was no longer time to go into other classrooms, with all non-teaching time now being taken up by administration. She was even concerned that she would have no time to go into the class where she had a probationer working. She felt that National Test results and the Learning Support teacher provided forms of monitoring.

In 1996, when the roll had fallen so that there was just one other teacher in school, the headteacher of School 1 admitted that she knew she should monitor the forward plans, but that the other teacher did not do them. Whatever the headteacher said had little impact on this teacher, who had been at the school for nearly 40 years, and part of the reason the roll was falling was that some parents did not want their children to spend three years in that teacher's class. The headteacher felt a lack of support from the Region in managing these problems. In the same round of interviews, the headteacher of School 2 reiterated that an elaborate monitoring system was not needed in so small a school as hers, and that she did have an overview of all forward plans although there was no time to read them in detail. Since the school layout necessitated walking through the classrooms to get from one part to another, she was generally aware of what was going on. Such observation had led her to feel dissatisfied with the way that science had been taught in the school since the advent of 5-14. The school's existing science materials did not match 5-14 requirements, and fearing to do the wrong thing staff now tended to teach no science at all, rather than contrive experiments as in the past.

The headteacher of School 5, when interviewed in 1995, said she had no system for monitoring, and wished someone would tell her how to establish and run one; she could not see how the school could assess balance in the curriculum, for instance, until the guidelines for all curriculum areas had been implemented. However, by 1996 this headteacher appeared to have set up at least one monitoring mechanism through 'forward planning feedback time'. As a result of this it emerged that one reason the staff were finding it hard to fit in all the technology and science required in the new environmental studies programme was that too many of the activities being planned were language-based. Staff were therefore cutting back on language work to make time for the other components.

In School 3, the headteacher looked at forward plans and gave feedback as part of her monitoring system, while the DHT worked in classes regularly for a variety of purposes, and fed observations from these visits into the monitoring process. The two also sampled jotters and project work to see the outcomes of the pupils' learning. This way of monitoring teachers' work had not altered by 1996, although the headteacher was unhappy that time constraints meant her feedback on the forward plans was usually written.

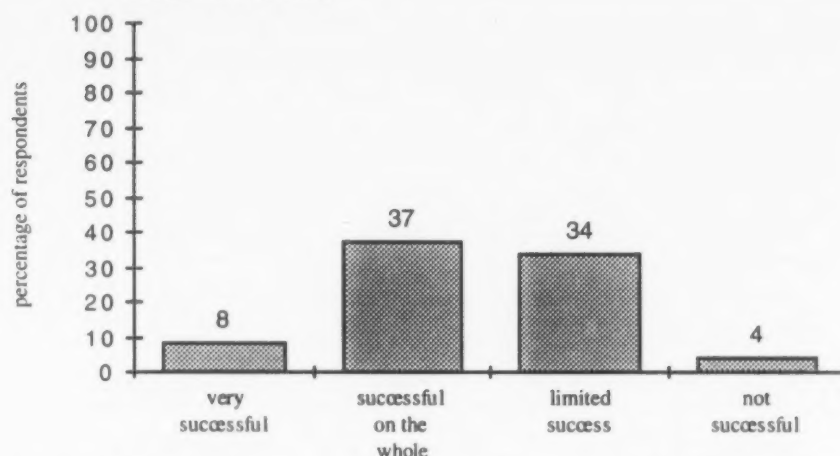
The management team in School 4 had produced a paper outlining the school's monitoring procedures, which took account of many of the approaches used in School 3 described above. The management team would identify particular foci for their ongoing monitoring, relating to School Development Plan targets or perceived needs, and would agree criteria together against which to judge practice in the various parts of the school for which they each held responsibility. A new approach, instigated by the new headteacher who was in post in Autumn 1996, had staff more directly involved in the monitoring of work at their own stage. They looked at each others' forward plans, visited classrooms and so on, thus becoming more aware of what was going on and giving them more of a stake in it.

■ Cluster group activities

Over three quarters (83%) of the headteachers responding to the questionnaire indicated that their schools were involved in 5-14 development activities with other schools through a 'cluster' or similar group. These headteachers were fairly evenly divided over

whether or not they felt that their group had been a successful mechanism for implementing 5-14, as illustrated in Figure 5.1. Forty five percent of the headteachers were part of a group which they felt was 'successful on the whole' or 'very successful'. However, those who felt that their group had had only 'limited success', if any, amounted to 38% of all headteachers responding to the survey. Taking these together with the 17% of respondents who were not involved in cluster group activities, over half of the schools from whom we received survey responses were either not involved in cluster activities or not finding them very successful.

Figure 5.1: Headteachers' views of the success of cluster group developments (17% not involved in a cluster)



Head teachers were given space to comment on their response, and 90 of them (63%) took this opportunity. Twenty of these 90 comments were made by headteachers who felt their cluster groups were successful, and indicated the reasons for this which included the way the cluster could share the workload of implementation through joint in-service and PAT sessions, the increased consistency of approach among the schools, the support that came from working with other schools and the sharing of ideas and resources. Two headteachers wrote of particularly successful initiatives concerning P7/S1 liaison, and six others mentioned improved working relations with the secondary school as a result of the cluster group.

Some of those who felt their group was working successfully on the whole nonetheless wrote of a variety of minor problems they encountered. These were generally similar to those identified by the headteachers who felt that their groups were unsuccessful, where the problems were serious enough to impair the success of the group's activities. Almost inevitably, the difficulty of finding the time for cluster group meetings was mentioned (10 comments). However, by far the most common difficulty identified, by 26 of the headteachers, was that of finding ways to meet the varying needs of the members of the group. One head commented, for example:

Schools vary in terms of their starting points and also in terms of their own specific needs. At times it is frustrating to be held back in initiatives by the pace of others. Equally there are times when we're moved on without being ready.

Such problems were particularly acute where the cluster was large; some groups included more than twenty schools. Five further headteachers commented on how the geographical distances between the schools in their cluster were large, adding to the difficulties of finding time for the group to meet.

In contrast to the comments reported above relating to successful primary/secondary initiatives, seven headteachers reported difficulties in working with secondary schools. On the whole these were due to differences in perspective and priorities, but one headteacher wrote that:

Progress in Environmental Studies 5-14 was brought to a halt because the Secondary school classed this development as "new work" and on union advice [staff] were unwilling to co-operate.

There were also some comments about the kinds of activities being tackled by the groups. Four headteachers indicated that their groups had developed materials to support particular aspects of 5-14. However, another headteacher reported that it had been hard for his group to work as a unit:

I feel that as a large cluster we did some good work with workshops etc. but it seemed difficult to come up with a unified form of approach

and while another felt that the cluster group was 'good for raising awareness and familiarity, good for reference' he added that 'groundwork needs to be done in school through development plan.'

Cluster groups in the visit schools

In our interviews with headteachers in Autumn 1995, we asked whether they had been involved in any 5-14 development activities with a cluster or similar group, and if so, how helpful this had been for their own school's implementation. In case there had been any new developments or changes of opinion, we re-visited the theme in 1996. Since there were none, the following picture of the role and activities of the cluster groups for each of the visit schools is drawn mainly from the 1995 interviews with each headteacher.

In School 1, the headteacher felt that as a whole the group had wasted time on joint basic activities rather than take the opportunity to move forward by sharing work among the members. They had, for instance, worked through many drafts of records of progress sheets and planning sheets, and ultimately this had been pointless because the advisers had produced something for schools quite unlike anything planned by the group. The best liaison had been in mathematics, perhaps because mathematics lent itself to a stepped approach: a successful package of P7-S1 work had been developed. The headteacher felt that the group worked together more usefully now, partly because it was not so much High School-led as it used to be. The small schools representatives met before meetings to discuss what they wanted. However, less money was available than before.

In School 2, by contrast, the headteacher felt their group had been better in the past, largely because the management team at the High School had been keen on liaison and enthusiasm had rubbed off on the primary staff. However, this had changed and the group was no longer so good. This headteacher also mentioned the reduced amount of money available, and said that because of this their group now met only twice, instead of three or four times, each year.

The cluster group was a strong influence in the developments at School 3, so much that the school had dropped its own preference for developing environmental studies in order to join in with the cluster focus on the expressive arts. Because there were some dedicated Special Needs Units in this cluster, the headteacher of School 3 believed the schools faced a particularly wide range of needs. However, she felt they gained a lot from working together and sharing expertise, through joint in-service workshops and similar events.

Once the language and mathematics guidelines had been given attention, each of the schools in the group of which School 4 was a member had chosen to focus on different curriculum areas according to their own priorities. However, the group was trying to draw up a common policy on learning and teaching, so that there would be common expectations in each of the schools. The secondary school had not initially shown much interest in liaison, but was beginning to show more, a possible result of changes in senior staff at the school.

School 5 was part of a cluster of schools which had been at very different stages when they came together. In the early years of cluster meetings the headteacher felt her school had been dragged along by the group, when the staff would have preferred to spend time on other things. This headteacher felt that the value of being involved in the group was increasing as the school was 'getting its act together', but it was still her perception that a huge amount of effort went into developments at cluster level without having impact in many of the individual schools. This headteacher questioned the original basis for formation of the groups, and wondered if it would have been better for the school to get together with schools whose circumstances and stage of development more closely matched its own. Because School 5 was in a city, such an alternative grouping would have been possible, though it might not be so for schools where the range of others within travelling distance was small.

■ Impediments to implementation of 5-14

Almost two thirds (62%) of the headteachers responding to the survey felt that there had been impediments to the implementation of 5-14 in their schools. Comments explaining the kinds of impediments encountered were added by 93 headteachers (66%).

Once again time, or the lack of it, was identified as a problem by 49 headteachers, 56% of those saying they had encountered impediments or 35% of all the headteachers responding to the survey. The amount of work required to 'implement' each area and the balance between fine-tuning each area and moving on to others seemed to be at the root of at least some headteachers' concerns about time, as the following two comments illustrate:

*It takes a great deal longer to implement 5-14 in a particular area than anticipated.
Pressure of having to move on to another area of development can be detrimental*

Schools are in danger of partially implementing 5-14 and having to revisit all areas of it. Mixed messages received at start of implementation and schools were encouraged to give one area a time limit and then to move on before we had come to grips with that area e.g. Maths.

The reference in this latter comment to 'mixed messages' may provide some insight into the problem a number of headteachers appear to be facing in finding the balance between 'perfecting' implementation of each curriculum area and moving on to address other areas. Possibly some headteachers see implementing the 5-14 curriculum as something that can somehow be completed and ruled off, area by area, rather than as part of the ongoing process of reflection and development that will always be a part of the job of teaching.

Many of the other impediments that respondents identified either underlay or were otherwise related to the problems of time. For example, 11 headteachers had found their implementation of 5-14 impeded by the EIS workload campaign, particularly the 'no new developments' aspect. Seven headteachers wrote that too many initiatives were being

pressed on schools at the same time, alongside various external issues. For example:

The usual lack of time and other issues being constantly added makes it difficult to stick to the Development Plan. Negotiation of workload agreements at authority level caused delays as did local government re-organisation.

Sixteen headteachers commented that staffing issues had interfered with progress. In seven cases these had been long-term staff absences, and in the other nine cases, significant changes of staff. These had resulted either from staff promotions or, in the case of two small schools, because of class reorganisations, in one case from three classes to two because of a drop in roll, in the other the reverse because the school roll had increased. And for 15 of the headteachers, including several who specified that they were from small schools, pure volume of work got in the way of progress:

The sheer amount of work involved in a single teacher (+.2) school which is too remote to make liaison with other schools practicable.

However, the same headteacher added that there were difficulties of 'getting/researching resources and materials because of our location', a remark which leads us into the other main area where headteachers identified impediments to their progress in implementing 5-14: that of resources and support. Twenty one of the headteachers identified lack of resources as a problem. While many of these did not specify what kind of resources they needed, finance was the key issue for most of those who did, as often for buying development time as for buying materials and equipment:

I feel we could have got further had I not been teaching so much. A class committed HT cannot do as much as one who is not. There are further ramifications in that school-based budget has to be extensively used for first-line absence cover and cannot be so committed to buying in cover for working parties etc.

Four headteachers referred to the lack of support available from their Education Office and two others to cuts in specialist support. One head described a freeze on the staff development course budget and two others their difficulties in finding sources of needed staff development. Two did not write directly about support, but about gaps in expertise in certain areas in their school, which was a particular problem where, as another head wrote:

The MAJORITY of development has been through IN-HOUSE commitment and drive.

Three headteachers mentioned the fact that centrally produced support material had not been available at the outset, and that both that and Regional guidance had often only appeared after schools had invested considerable amounts of time and effort in producing their own versions:

Timing of support items to help implementation e.g. finding out there is a "regional document" to be issued after spending a great deal of time working through an issue or an SOED pack of slides to show parents after I've held the parent workshops!

This point is considered further in the section on support later in the chapter.

Individuals indicated other areas of difficulty, including secondary schools being further behind in 5-14 implementation than primary schools and problems with staff worries and attitudes. One headteacher wrote that she had 'taken on' a school where the previous headteacher had not involved staff in the implementation process at all.

Impediments in the visit schools

Only three of the five visit school headteachers identified any specific problems with implementation of 5-14. Two of these were the heads of the small schools, School 1 and

School 2, where resourcing the whole range of environmental studies activities was seen as a big problem. The headteacher of School 2 also felt that it would be hard to interest the pupils in the range of things that was supposed to be covered, since in a rural, farming community, children were largely unaware of world events.

The headteacher of School 3 also commented on the resource implications of environmental studies. The staff in School 4 and School 5 had been putting considerable time and effort into pooling and organising all the resource materials available in their schools, both to identify any gaps in provision and to make what there was more accessible to the staff, so resourcing was an issue in all the schools we have been working with.

■ Particularly successful developments at the visit schools

In Autumn 1995 we asked the headteachers of the visit schools whether they thought any aspects of the schools' implementation of the 5-14 Development Programme were working especially well. Where possible we interviewed the teachers associated with these aspects of implementation, and also spent some time in free observation of work in their classrooms. In advance of our return visits in Autumn 1996, through consulting with the headteachers in each school we identified two or three staff members who were involved in some successful developments in relation to the 5-14 Development Programme. These teachers were the subjects of our interviews and classroom visits on this occasion. In Schools 1 and 2, since there were only one and two teachers respectively, apart from the headteachers, all staff were interviewed on both occasions, and classroom observations made where possible.

School 1

The headteacher felt in 1995 that the school's mathematics and language work in general were going well. She made particular mention of their change from the Nelson to the Ginn handwriting scheme, which had more worksheets and brought in linking earlier, as 5-14 recommended. They had not been able to make much progress by 1996 due to the changes in staffing level and consequent reorganisation. She was unable to single out anything that either she or her colleague did as illustrative of successful practice in relation to 5-14, however.

School 2

In 1995, the headteacher was reluctant to identify anything going well in relation to 5-14, and reiterated her view that neither she nor the teachers were convinced of its value. This said, she felt mathematics work generally was going well in the school, and made special mention both of the teachers' confidence in applying 5-14 criteria in 'levelling' pieces of writing, and of their skill in handling the entire range of levels in one class. In 1996 environmental studies was the school's main focus, but the headteacher felt that the curriculum was so wide that teachers were like butterflies going from one area to another. They could not afford to pursue anything that worked well because they knew 'you had to get your health done'.

Pursuing the idea of the teachers' skill in handling many levels in one class, and interested to see this in action, we spent a session in the classroom of the teacher who took P3, P4, and P5 children together. This large, square room was almost open plan with two wide corridors leading off to other parts of the school. The children sat in groups, about 8 to a table. Resources such as a computer station, books and schemes were easily accessible and children's artwork on the walls gave an impression of colour and life.

The session we saw was a morning session, its purpose to give the children practice with their maths while the teacher heard reading. The five children on whom we focused were each engaged on a different task, to which they had been directed before the session began. It was clear that these were planned to match their levels of ability. For example, Child A had fetched herself Cuisenaire rods to help her discover different ways in which numbers could be made up. Asked why she was doing this, she responded that she had done the work before but had trouble in understanding it and said the practice would help her understand her tens. Child B was working at advanced mental arithmetic. Although he was having some difficulty, he told me he was enjoying his task and seemed to be engaged in a personal competition with another child, a girl, wanting to get to a point she had previously reached. Child C was colouring in squares in a maze, with the object of discovering lines of symmetry. Although the task was new to her, Child C seemed to know what she was doing and why and kept checking that her symmetry was right by lining up a mirror against the squares she had coloured, clearly determined to get the red path to the treasure clear. Children D and E were experimenting with diamond-shaped tiles, to see what other shapes they could make with putting them together in different ways. Neither had used the tiles before and seemed thrilled with them. "Can you make a flower?" one said to the other, and they worked on making a flower together.

While the children worked, the teacher spent time in different ways: at her desk hearing some pupils read, dealing with others who came out to her with questions, moving from table to table giving advice and comment and listening to the children's accounts of their work. Asked immediately afterwards whether she felt satisfied with the session, the teacher said she hadn't been able to get as far with the reading groups as she had wanted, neither had she been able to give the slow ones as much assistance with the number work as she knew they needed. In spite of this dissatisfaction and the fact that the teacher made no claims to be especially successful at implementing any aspect of 5-14, our view was that this teacher was encouraging independent and differentiated learning on the part of the children, and ensured that there was a facilitatory atmosphere in the room of well behaved, useful and orderly activity. No child had been left inactive at any time or had engaged in silliness; frequently we observed children helping each other, and moving independently to fetch whatever resources they needed.

School 3

The headteacher of this school identified the fact that teachers were differentiating more in their teaching as a key development when we spoke in 1995. They organised their teaching and classrooms in ways which facilitated this, and were moving away from the notion that there was such a thing as 'P4 work' or 'P7 work'. In other words, they were realising that if a pupil was at Level B, whether he or she was in P4 or P7 the work needed to be at Level B.

This headteacher also commented on an increase in co-operative teaching and skills sharing within the school. As an illustration of this, she told us that staff were getting more involved in expressive arts sessions rather than standing back and leaving it to the specialists, as they had tended to do in the past. The school's capacity to teach expressive arts was also being improved by a senior teacher who had recently obtained a special qualification for teaching drama. The plan was that she would work on this with other classes in the school alongside their own teachers, and a year later we learned that these co-operative drama sessions had been so successful that they were being continued.

Pursuing the school's implementation of the Expressive Arts guidelines, in 1996 we arranged to interview this drama teacher and then observe her at work. In the interview, she stated that she now took a much more skills-based approach to drama than she had in the past, and that she found the 5-14 strands and targets were a valuable support to this. The foci for the session we observed were the Using Language and Communicating and Presenting strands. This was the middle session of a block of three centred around advertising, which was designed to link in to the topic on Communication on which the class was currently engaged.

The first activity was in pairs, with one pupil 'phoning' the other to ask about a bicycle the second had advertised for sale in the paper. The second pupil was to try to persuade the first to buy the bicycle. There was some scene-setting, and a little probing for the kind of things that might be asked, and then the pairs split up for a 'go'. All pupils were on task and taking it reasonably seriously, although some threw themselves into it while others were clearly not so sure how to go about it. After a time, there was a show of hands for how many had sold their bicycles, sellers were asked which questions they had found most searching (though on the whole they found this hard to say) and a bit of evaluation took place, before the activity was repeated with roles reversed, with increased confidence in most pairs, and one pair reran their conversation afterwards for the class to hear.

The pupils then moved on to a small group task, introduced back together as a class. The teacher first asked them to cast their minds back to the first activity and consider whether they had told the truth about their bikes. She elicited, with little difficulty, the word 'exaggeration' and the fact that this was common in advertising. The next task involved them thinking of a new product, something simple such as a drink or chocolate bar, brainstorming as a group what was good about it, and then to trying to put together a 'TV advert', in which all four members of the group said something, and ideally included a slogan. In the very short time left, the groups got down to this with enthusiasm, and one group succeeded in getting a rough version which they 'performed' to the others. There was some evaluation by the class, prompted by questions from the teacher, of the effectiveness of this attempt, and the groups were asked to try to find time before the next session to work on their adverts, perhaps even incorporating a jingle with a tune.

School 4

In 1995 the headteacher of School 4 felt that language work and the new reading scheme were going well. Improved practice in various aspects of environmental studies was becoming evident, even though the school was only just beginning to feel familiar with the new programme. Pupils had more opportunities to engage in practical work in science and technology, and there were also pockets of good practice in information technology. The headteacher also identified the development of different strategies for problem-solving as something that was going well in a number of classrooms.

A group in a P3 class was observed engaged in fairly simple problem solving activity. The teacher introduced the activity by having the pupils identify single digits on cards, then by asking them to make some numbers by putting two of the digits together, saying whether they were even or odd and whether they were bigger or smaller than the numbers she fed to them. After this pupils were asked to see how many even numbers between 40 and 50 they could make with the digits 4, 5, 2 and 8. The teacher told us that when she had tried this activity on a previous occasion without the introductory session, she had found the problem-solving aspect of the work had been overshadowed by pupils having problems in remembering what an even number was and so forth. For this reason she had

covered these points with the pupils so that they could focus on the core of the task more easily.

In 1996, the new headteacher felt there had been a variety of successful developments within the school. An interesting approach, described earlier in this report, was that taken by the two P6 teachers who took each other's class each week for a session in their respective areas of expertise (practical science and modern languages). On the 1996 visit a P5 class was observed in which a group was engaged on the investigative task in mathematics described in Chapter 3.

We also observed a P3 class in which a group was engaged in a writing task designed to lead them into 'real' writing, away from the Foundations of Writing approach to which they had so far been accustomed. With teacher support, this group was working on a task involving imaginative writing about what would happen if they brought an animal into school one day. Before starting, the group talked through a worksheet which gave a variety of prompt questions and which would be available to help 'nudge' them on if they got stuck in the middle of the task. The group discussed a few possible 'starter' scenarios, and then pupils chose their animals, either cutting out their pictures from some pet shop advertisements the teacher provided or, if the animal was unlikely to be a pet (eg a tiger) drawing it. The children used lined sheets of paper for their writing, with start-up lines they completed with the animal's name and space for their picture. However, having done all the talking first, and almost unanimously being engaged with the idea, none of the children dwelt unduly long on their picture before starting to write. They were eager to share their stories with the teacher as they progressed, and while they did sometimes come for help with spellings this did not distract them from the task. Some of the children wrote most of an A4 sheet, getting a lot of detail into their stories. In discussion with us afterwards, the teacher commented that she found it very hard to know how much to ignore the 'made-up' spellings that many were using at least part of the time, so as to encourage the flow in their writing, and when to address the spelling issue in ways that would not inhibit their writing.

School 5

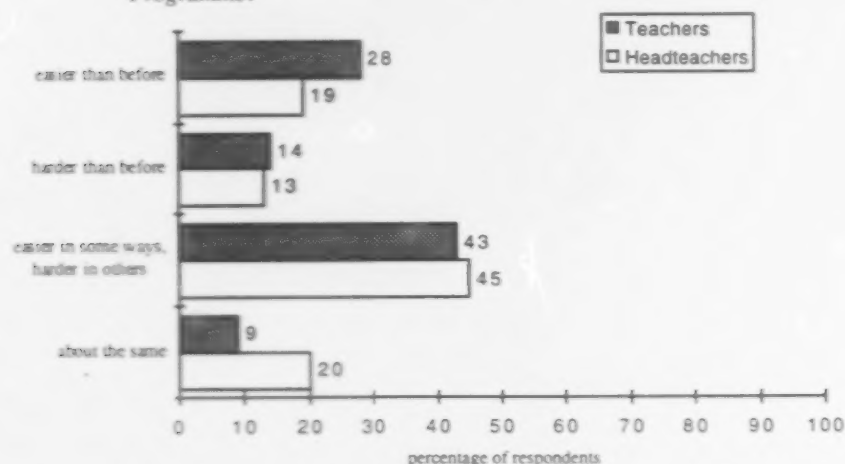
The main thing that the headteacher of School 5 identified as going well in 1995 was the school's own Positive Pupil Programme. By 1996 the school had moved forward considerably with environmental studies implementation, having created planning/recording folders for the P1-P3 stages. We interviewed the senior teacher who had been largely responsible for this, who told us that modifications to the programme as it would be used in practice would probably be needed, but because hers was a P4 class she would not be able to develop these modifications herself. We also spoke to two P2 teachers who were beginning to work with the new environmental studies programme. They held different views about it, one feeling the programme was going to be a tremendous support to planning and covering the environmental studies curriculum, while the other felt it was restrictive. However, it was too new for either to say much about its use in practice.

■ Cumulative demands

In the survey, headteachers and teachers were asked to indicate how easy or difficult they had found it to implement the 5-14 Development Programme compared to the previous year. As Figure 5.2 illustrates, almost half of both headteachers (45%) and teachers (43%) felt that it had been easier in some ways and harder in others. It is interesting that more teachers (28%) than headteachers (19%) indicated that they had found it easier than

before, although this was balanced by more of the headteachers (20%) than the teachers (9%) indicating that they had found it about the same as the previous year.

Figure 5.2: Headteachers' and teachers' responses to the question 'Compared to last year, how easy or difficult have you found it to implement the 5-14 Development Programme?'



Comments explaining their responses were made by 93 (66%) of the headteachers, and 220 (68%) of the teachers. The kinds of comments were the same for both groups, and in the case of those who had found implementation easier than before mainly referred to the increasing familiarity of the terminology and the documents themselves, although several comments related to the increasing availability of 5-14 support from the local Authorities, the SCCC and commercial companies. Ways in which implementation had been found harder than before included external factors such as decreasing resources, especially with regard to staff development, and the uncertainty and disruption caused by local government reorganisation. They also included specific difficulties with the curriculum areas under development at the time, particularly environmental studies, although several comments referred to the difficulties of organising a comprehensive programme for religious and moral education in schools where composite classes spanned several stages. Some comments concerned the difficulty of consolidating work whilst at the same time moving on. As one headteacher expressed it, implementation was 'easier due to growing familiarity' but 'harder because of growing awareness of difficulty of ensuring balance/breadth ie meeting the criteria.'

In the visit schools

In Autumn 1995, we asked the headteachers whether they felt the demands on them and their staff had changed as implementation proceeded. When we followed up on this on our return visit in 1996, only the headteacher of School 5 had anything different to add.

In School 1, the headteacher felt that what people had done willingly and voluntarily in the past was now done grudgingly because so much was being demanded of them. This affected the ethos of the school. She also felt (but admitted it was more a sign of the times than the fault of 5-14) that parents were now more demanding with respect to their 'rights', but without taking account of their responsibilities. The headteacher of School 2 simply commented that her staff were working more hours than ever, and that the advisers constantly warned them against 'trying to do it all'. Both of these headteachers expressed some uncertainty about their readiness to move on to additional areas of the curriculum, but their advisers, whose support they valued, were encouraging them to do so.

The headteachers of School 3 and School 4 spoke of the way their management teams tried to lift much the burden off the teaching staff by putting in more groundwork themselves and preparing carefully for in-school development sessions. One headteacher pointed out that the management team got very little outside support, while the other said that if local government reorganisation led to less Regional support, the management team would be hard pressed to take on all the work required to support the implementation of remaining areas of the curriculum.

As mentioned before, School 5 had taken a very measured approach to implementing 5-14, the headteacher arguing that the school needed to work on relationships and ethos before successful advances with curricular work could be made. In Autumn 1995 she said that she and her management team had taken maximum advantage of the EIS workload campaign in order to limit the demands being made on staff. In Autumn 1996 this campaign was still being used as the justification for the school's not yet having introduced National Testing or 5-14 based reporting. However, when asked whether working with the 5-14 guidelines in increasing numbers of areas of the curriculum was having any impact on the demands made on teachers, the headteacher felt the school was moving forward faster, commenting:

Every year it is becoming easier to move a little bit faster, because other things are in place.... We're not really starting from scratch when we take up a new document any more.

Many of the teachers interviewed in the visit schools felt that they were becoming increasingly confident in their use of the mathematics and language guidelines as they became more familiar with them. In Autumn 1995, 12 of the 25 teachers indicated that they were ready to move on to other areas beyond the ones their schools had already addressed. Seven of these commented on how familiarity with the style of the documents was a help in working with new ones, and this was reiterated by four of the 12 teachers interviewed in Autumn 1996.

However, in 1995 four teachers indicated that they were unhappy about moving on. Three felt uncertain and simply not ready, especially to tackle environmental studies and religious and moral education, while the fourth simply said she felt horror at the thought. And there were concerns, voiced by five teachers, about how to get the balance of the curriculum right once all curriculum areas had been addressed. They feared they would be unable to cover everything in the available time. Two of these five were particularly concerned about environmental studies and how they could cover the whole of it in a child's primary years. Five other teachers were concerned that things might all change again before long, one in particular worrying in case the 5-14 guidelines should become statutorily enforceable as was the National Curriculum in England and Wales.

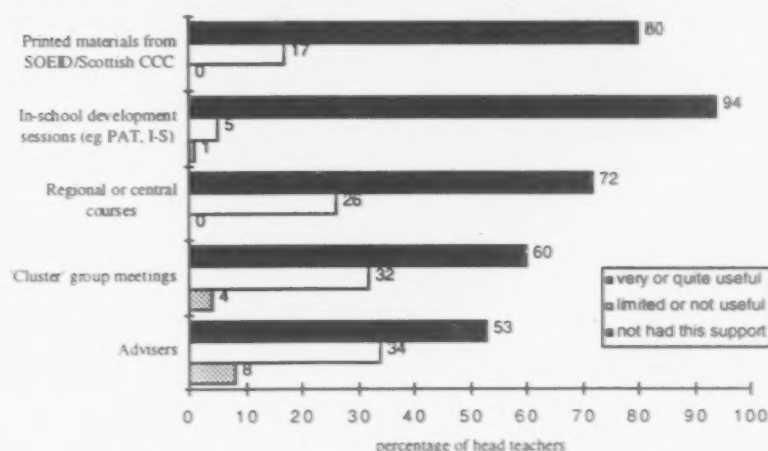
Other individuals expressed a variety of concerns ranging from the difficulties of assessment in expressive arts, especially 'levelling' drama, to things not directly related to 5-14 implementation such as the responsibility of managing a class of children alone with the equipment if the PE specialist post was cut.

■ Support

The questionnaire asked both headteachers and teachers how useful they had found each of a number of types of support for implementation of the 5-14 Development Programme, or to indicate if they had not received that form of support.

It can be seen from Figures 5.3 and 5.4 that the form of support most often indicated as being useful, by both headteachers and teachers, was that obtained through in-school development sessions such as PAT and in-service days. This was found useful by 94% of the headteachers, including almost three quarters (72%) who found it very useful, while 81% of the teachers found it useful, including a third (33%) who found it very useful.

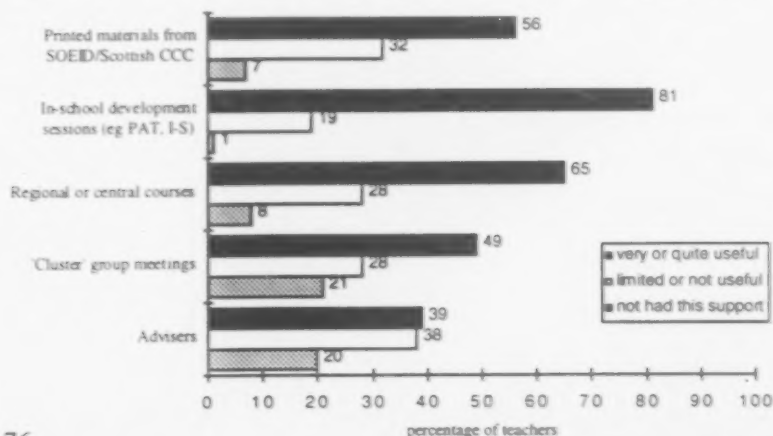
Figure 5.3: Headteachers' views on the usefulness of various forms of support



Over three quarters (80%) of the headteachers had found the printed materials from SOED/Scottish CCC to be useful, while just under three quarters (72%) indicated that courses had been a useful support for them. Sixty percent of the headteachers indicated that cluster group meetings had provided useful support. It is interesting to compare this proportion to that illustrated in Figure 5.1, which shows that only 45% of the headteachers felt that their cluster group developments had been more than a limited success; a possible interpretation is that around 15% of the headteachers felt cluster group developments to be of limited success in terms of their school's implementation of 5-14, but a useful support to them personally. Just over half (53%) of the headteachers felt that advisers had provided them with useful support.

For teachers, by contrast, the printed materials were identified as useful by only 56%, while 65% indicated that courses had provided them with useful support. Only 49% of the teachers had found cluster group meetings useful, although 21% had not had this support at all. Thirty nine percent had had useful support from advisers, while 20% had not had support from advisers at all.

Figure 5.4: Teachers' views of the usefulness of various forms of support



Both headteachers and teachers were given an opportunity to comment on other kinds of support they had found helpful. Fourteen of the headteachers (10%) did so. Six of these commented on difficulties such as reductions in the numbers of advisers and disruptions due to local government reorganisation. Individuals identified a variety of things they had found helpful, including networking with colleagues, Regional guidance and materials, and being able to buy in cover for development time.

Comments were also included by 20 (6%) of the teachers. Seven of these referred to in-school development activities and the support of their promoted staff and other colleagues as having been particularly helpful. One probationer referred to her college training and other individuals had found Regional materials and advice given by HMI to be useful. Again, there were a few comments on difficulties, especially relating to ways of finding appropriate courses and then the time and funding to attend them.

Support in the visit schools

In the visit schools, as for those teachers responding to the survey, the kind of support identified by the largest number as being particularly helpful was in-school discussion, sharing of ideas, developing of approaches and policies though PAT and in-service sessions. Fifteen of the 25 teachers interviewed in 1995 responded along these lines to an open question about what had helped them most in getting to grips with 5-14. Only one teacher felt that PAT on 5-14 developments was a waste of time, although she recognised that the promoted staff were aiming to make it useful. Eight teachers felt that 'doing' 5-14, especially the planning, was the best way to become familiar with it, and five said that having a good management team had been very important.

School Development Planning was found helpful by a number of the teachers. Three felt that the plan itself helped to give a focus to the development work in the school, while another three found being in SDP working groups helped them to feel involved in the development.

Two other teachers found being on a cluster working group helpful, and another mentioned 'practical, realistic' support from an adviser. Courses were mentioned by six teachers, two of whom had found specific courses to be very helpful while the other four had found them to be of variable quality, sometimes more confusing than helpful.

The four teachers we spoke to who were probationers or only recently qualified all said that their college work had been very helpful. Two other teachers found it helpful that books, courses and so on were now 5-14 based, while more felt that the passage of time, which brought increasing familiarity, was an important factor.

The headteachers of the visit schools were also asked what support had been particularly helpful for their implementation of 5-14 in the interviews in Autumn 1995, and both headteachers and teachers were asked a year later whether they had anything to add to their previous comments. Since many of the comments made refer to school-based support, they are summarised below on a school by school basis.

School 1

In 1995 the headteacher of School 1 identified her adviser as her best source of support, being helpful, practical, and good at making one get down to things. In 1996 she again said that advisers were helpful, producing a lot of materials, and also mentioned the visiting specialists and learning support input. She described an environmental studies

topic plan the school had worked out together with other small schools in the area, and how they were intending to do a similar joint plan for religious and moral education next year. The other teacher in the school referred to some useful in-service courses she had attended, including one on science from which she had come away with a box of tools and an ideas folder. However, she said that she had been unable to attend one recently because the cost of travelling had made it too expensive - funding for these activities was very much reduced.

School 2

This headteacher also found the Regional advisers to be very helpful, as were the Regional guidelines. She also mentioned exchange of ideas and more with other headteachers of small schools in the area, and the way that resources such as television programmes were now 'talking levels'. In 1996 the headteacher confirmed her view that the Regional support of various kinds was very good, but commented that funding for this was being cut. The teachers also commented on the 'tremendous' support their adviser had given them, even joining in with evening development sessions, which were necessary in a small school where it was hard to find time to get together during the day. At the end of the interview, this headteacher expressed the view that much of the support material from places such as the SCCC, and even the Region, had come rather late. The staff had put considerable time in the early days into activities such as devising planning sheets for themselves, which had ultimately had to be abandoned. She felt that 5-14 had not been piloted very well, and that telling people it was 'just what they were doing anyway' had not been helpful. A further comment on the support material from the SCCC concerned its quantity, and suggested that there was now almost too much:

There's so much you don't actually know where to go. And you have to decide if that's time well spent, or if you'd be better preparing teaching, or something like that.

School 3

School 3's headteacher sought outside help in a variety of forms, for example arranging for a Regional language tutor to take part in some co-operative teaching in the school. She also liked to have students in the school, because they 'think 5-14', as she put it. However, much of the development work was supported through the cluster group. In 1996, both the headteacher and two of the teachers we interviewed referred to a very successful cluster in-service initiative. Staff from different schools with expertise in particular aspects of the expressive arts, which was the school's current development focus, had joined forces to prepare and present workshop sessions for the other staff in the cluster. They had also had the benefit of successful in-school in-service organised by their music and PE specialists.

School 4

In 1995 the headteacher of this school, who could draw on her previous experience as a primary adviser, told us she had made a point of addressing the development needs of her promoted staff. This meant that they were beginning to take responsibility for some aspects of the implementation, leading to a sharing of the workload. This approach was now spreading further through the school, as the strengths of specific staff members were put to work to help develop other staff. The headteacher also stressed how supportive the parents had been, especially in fund raising, with the result that the school had managed to match its capitation funding through additional fund-raising activities of various kinds.

This had been very important in helping to resource the school's implementation of 5-14. The new headteacher in 1996 was not in a position to comment on support over the past year, since she was newly in post, but the teachers mentioned a variety of in-school development sessions they had found helpful during the year, and one particularly mentioned improvements to resourcing.

School 5

This headteacher felt in 1995 that external support, in the form of advisers and courses, was generally disorganised and poorly targeted, so that the school tended to rely on its own resources. In 1996 she felt that if anything things were marginally worse as a result of local government reorganisation. The school had received some input from the special needs adviser, but the headteacher had not found this helpful. Otherwise, the school was continuing to provide most of the support needed to implement 5-14 at the school level. The three teachers interviewed in 1996 all echoed this view, referring to a very valuable in-service session the Depute Head Teacher had organised on writing, and to support received at forward planning feedback time.

■ Summary

Almost all headteachers thought their School Development Plans were useful mechanisms for pacing change, and in this regard two thirds considered it helpful to aim first at ensuring a basic curriculum provision in line with 5-14, returning later for the fine tuning, rather than to perfect each curriculum area first. Almost half the headteachers considered the management team should take the lead on deciding when the school should move implementation to a new area. While there is some evidence from the visit schools that staff did not always wait for whole-school thrusts before beginning to implement curriculum guidelines for themselves, the visit school data also suggest that some staff needed encouragement to move on. Ensuring staff ownership of the implementation was clearly important to most headteachers, however, as they showed a marked preference for whole-school implementation, and recognised the value both of sharing staff strengths and sharing responsibilities for various aspects of 5-14 implementation such as auditing different areas of the curriculum.

Almost all headteachers claimed to monitor and evaluate progress, usually through checking forward plans for teaching method, breadth and balance, although under half the headteachers claimed they checked for coherence. A reiterated theme among both written comments and in the visit school data was that although monitoring was important it was increasingly difficult for headteachers to find time for it, especially in small schools.

Well over three quarters of the survey schools implemented the Development Programme through working within cluster or similar groups, but opinions were almost evenly divided about their success. Clustering was considered useful when the groups were used to share out work, when they led to increased consistency of approach, when member schools supported each other and when ideas and resources were shared. They were less successful when member schools' needs and paces of implementation were very different, which was a particular problem when groups were large, and many comments pointed out the difficulty of finding time for meetings.

Lack of resources and shortage of time were commonly identified as impediments to progress. In many cases the perception of no time was associated with uncertainty over whether it was best to 'perfect' implementation of a curriculum area before moving to

another, or not. Other impediments included the EIS 'workload campaign', pressure to depart from the agreed School Development Plan and staff changes. Four of the visit schools identified areas of strong progress with 5-14 implementation (progress in mathematics and language, in differentiation, in collaborative teaching methods, in expressive arts and in environmental studies).

There is little evidence to suggest that school staff were finding it difficult to cope with cumulative demands as 5-14 implementation progressed. Both headteachers and teachers tended to find implementation both easier and more difficult as problems changed, while increased familiarity with the 5-14 guidelines and continued support from Education Authorities and from documentation were thought helpful. Decreasing resources and uncertainty fuelled by local government reorganisation had made implementation harder. As in previous years, both headteachers and teachers considered the most useful support of all to be that given within the schools themselves, such as school-based in-service and the work covered in planned activity time. Over half of both groups thought SOEID- and SCCC-produced materials and various courses had helped, while adviser support was less often considered to be of value.

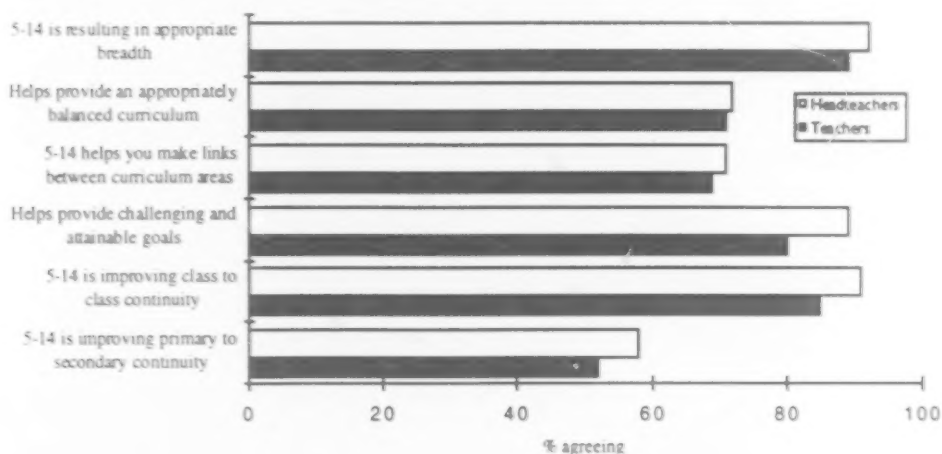
6 Impact on Pupils' Learning Experience

In this chapter we look at the teachers' views of the impact that the 5-14 Development Programme has had or is having on the pupils in their schools. From the questionnaire we obtained a broad view of the extent to which headteachers and teachers felt they were meeting the five principles of breadth, balance, coherence, continuity and progression on which the 5-14 curriculum is based, and also of the effect of working to the 5-14 guidelines on pupils' attainment. Some insight into reasons for these views was provided by the comments some staff included with their responses, while additional detail was obtained from interviews with staff in the five visit schools. The chapter concludes with an outline of the views of the staff in the five visit schools of the overall effect of the 5-14 Development Programme on the learning experiences of the pupils.

■ The five principles in the survey schools

In the questionnaire, the headteachers and teachers were asked to indicate how far they agreed with a series of statements, each of which asserted the successful achievement of key aims in the 5-14 Development Programme. The extent of staff agreement with these gave an indication of the impact 5-14 was thought to be having on curricular breadth, balance, coherence, continuity and progression. Figure 6.1 illustrates the percentage of headteachers and of teachers agreeing and disagreeing with each of the statements referring to the five principles.

Figure 6.1: Staff agreeing that 5-14 furthered achievement of the five principles



After the statements respondents were also given space to add any comments they wished to make, an opportunity which was taken by 62 (44%) of the headteachers and by 117 (36%) of the teachers. Almost exclusively, the comments expressed qualification of the judgements indicated or expressed concerns relating to the aims. Taking each of the principles in turn, the following sections discuss the both the extent to which staff

indicated that 5-14 was supporting them, and the qualifications and concerns expressed by staff in their comments.

Breadth

As Figure 6.1 shows, almost all (92%) of the headteachers responding to the survey indicated agreement that their 'school's implementation of 5-14 [was] resulting in appropriate breadth in terms of the range of learning experiences offered to pupils'. This proportion includes almost one fifth (18%) who indicated that they strongly agreed. Headteachers' conviction that 5-14 was leading to breadth in the curriculum was matched by teachers' responses, for which almost as great a proportion (89%) agreed with the statement, nearly a quarter (23%) of them strongly agreeing.

However, there was a perception, evident in the written comments that were invited, that increased breadth was gained only at a cost. Of the 54 comments made in relation to this statement, over half (both from headteachers (13) and from teachers (18)) expressed concern that the curriculum had become too broad and that there was a risk it was being skimmed over; there was no time to consider things in depth. Typical of these comments was:

I feel the curriculum is overcrowded. We are skimming the surface of too many areas. Pupils aren't getting a "depth of knowledge".

Four teachers identified the environmental studies curriculum in particular as being too wide.

A further six headteachers and five teachers made the specific point that a concentration on increasing breadth might mean pupils' basic skills in language and mathematics would suffer, especially in the early years. The following view expressed by one teacher encompasses several of the concerns raised by the others:

The pressure to cover such a wide curriculum can place the attainment of children in areas such as language and maths at risk. I have difficulty with the time allocation for these subjects at the infant stage, particularly P1. I strongly feel that if more time is required (especially in areas of social deprivation where many children start at a lower point on entry to school) then it should be given. There is plenty of time to explore env. studies subjects when the children have a solid grounding in reading and writing.

Two other headteachers had concerns about the effects on attainment in general, while a lone teacher went against the majority view by writing that 5-14 was narrowing the curriculum.

Balance

Reference to Figure 6.1 reveals that nearly three quarters (72%) of the headteachers indicated agreement with the statement that their schools were 'able to provide an appropriately balanced curriculum, working within the recommended time allocations', including 11% who indicated strong agreement. Nonetheless, this left over one quarter (26%) of the headteachers in disagreement. Similarly, about three quarters (71%) of the teachers agreed that they could provide an appropriately balanced curriculum, including 15% who strongly agreed. Over a quarter (28%) disagreed.

The issue of balance drew 33 comments, the majority reflecting concern that insufficient time was being allocated to basic skills in language and mathematics. Seven headteachers and ten teachers wrote about this. Six of the headteachers and three of the teachers simply commented that it was hard to maintain a balance and cover all they should in the time

available. Two headteachers and three teachers singled out religious and moral education as having been allocated too great a balance of time in the guidelines. One headteacher's particular concern was how to about fit in the study of modern languages, of which she considered the guidelines 'Structure and Balance in the Curriculum' had taken no account. A further headteacher implied that she and her staff had abandoned the recommended time allocations and taken matters into their own hands, writing that they had 'made adjustments and drawn up [their] own time recommendations.'

Coherence

As can be seen from Figure 6.1, just under three quarters (71%) of the headteachers agreed that '5-14 is helping to make links between the different curriculum areas so that pupils can transfer knowledge and skills learning in one context to others'. This proportion includes 10% who strongly agreed. Twenty four percent indicated disagreement with this statement. Again the teachers' responses followed a very similar pattern, with 69% indicating agreement, including just 8% who strongly agreed, and almost all of the remainder (28%) indicating disagreement.

Fewer respondents were minded to comment on coherence than on breadth and balance, possibly because the concept is more complex, but of the ten headteachers who did offer additional views, three stressed that links between curriculum areas had always been made, and five others thought that such links had been stronger before the implementation of the 5-14 guidelines. As one of these put it:

5-14 has tended to have the opposite effect in encouraging 'separate' approaches for 'separate' subjects.

The other two headteachers felt their schools were making progress in this area, with one writing that:

the more developed the 5-14 Development Programme becomes, the easier it becomes to see the links.

Of the six teachers who commented on coherence, two wrote that they tended to separate subject areas more now than in the past so that they could be sure of teaching them in accordance with the guidelines. One clearly felt that the 'project' approach to teaching had created more links, while another teacher wrote that since the school had only implemented language and mathematics so far, the spread of subjects necessary for cross-curricular links to be made was absent. The remaining two teachers wrote that they found it very difficult to make cross-curricular links because of the pressure on them to cover the full breadth of the curriculum in any depth.

Continuity

Class to class

Almost all (91%) of the headteachers agreed that '5-14 is improving the continuity of learning for pupils when they move from class to class', including a quarter (25%) who strongly agreed that this was so. Only 6% disagreed. Over four fifths (85%) of the teachers also agreed, including 20% who strongly agreed, while only 15% disagreed with this statement.

Only one headteacher elaborated on her assessment of the impact of the 5-14 Development Programme on continuity within the primary school, affirming her view that 'the uniformity of approach has been enhanced'. However, six teachers commented

on continuity from class to class. Two felt this had always been good within the school, but three wrote that it had improved since 5-14. One of the three also referred to improvements in continuity for pupils changing primary school, since 5-14 provided 'a common language', while another outlined the way that 5-14 had influenced continuity through its requirement for more consultative planning with colleagues both within school and in cluster or stage groups. This gave 'an overview of each aspect of the curriculum P1-7 and beyond to S1 and 2'. The sixth teacher felt that staff still had some way to go in their improvement of class to class continuity in their school, writing that clearer systems for record keeping and assessment would bring this about.

Continuity

Primary to secondary

In contrast to the almost uniform perception of improved class to class continuity within primary schools, only 58% of the headteachers agreed that '5-14 is improving the continuity of learning for pupils when they move from primary to secondary', although this percentage includes 15% who strongly agreed. A large minority, something over one third (38%), disagreed with this statement. Likewise, the proportion of teachers agreeing with this statement was smaller at 52%, and although this included 7% who strongly agreed, over a third (39%) did not.

We were interested to note that more teachers commented on continuity between primary and secondary school than commented on any of the other principles, and that considerable numbers of headteachers also chose to add their remarks on this issue - an indication of particularly lively interest in this aspect of 5-14 implementation. Ten headteachers wrote rather generally that there were problems in trying to ensure continuity between primary and secondary schools. More specifically, three others believed that their associated secondary schools were not really working to 5-14. 'At my most pessimistic,' wrote one of these, 'I see [5-14] as a 5-12 programme.' Five headteachers said that the level of continuity varied among different secondary departments, depending how far on these departments were with their implementation of 5-14. Another headteacher felt that the difficulty lay in differing attitudes between management and teaching staff in the secondary school, and used the opportunity to comment in order to express some of the frustration he believed a number of primary staff in his cluster group were feeling over this issue:

We have, for several years now, been making utterances to our local secondary school about 5-14 and although the management teams are keen to implement 5-14 the "chalk face workers" are not. We feel we are working hard at implementing this scheme, but what we pass on to the secondary school is either not understood or not used properly.

Two other headteachers felt that they were making progress in developing continuity with the secondary school, albeit slowly, while three others felt that they did not have enough information to comment on whether or not 5-14 was leading to improvements.

A number of the teachers who commented on continuity between primary and secondary schools were not teachers of P7 classes, at least at the time they completed the questionnaire. Seven of these commented that they did not know enough about the issue to make an informed choice about the extent to which they agreed with the given statement. However, the other comments were made by teachers from a variety of stages. Twenty four of them expressed the view that staff in the secondary took little account of the information passed on to them from the primary, and another twelve teachers wrote

that so far as they knew the secondary was not implementing the 5-14 Development Programme.

Four teachers commented that they felt the 5-14 Development Programme should be leading to improved continuity from primary to secondary, but that it was not doing so in practice. However, ten teachers did feel that there were beginning to be improvements in continuity between primary and secondary schools.

Progression

The vast majority (89%) of the headteachers agreed with the statement that 'the 5-14 Development Programme is helping [you] to provide pupils with a series of goals which are both challenging and attainable', including 11% who strongly agreed. Only 10% disagreed. Not quite such a high proportion of the teachers (80%) as the headteachers agreed with this statement, although the same proportion (11%) strongly agreed. Almost one fifth (18%) of the teachers disagreed with this statement.

Only three headteachers and three teachers made any comment about progression. Two of the headteachers said that good teachers had always provided challenging and attainable goals, but while one teacher echoed this another wrote that 5-14 had 'definitely' improved progression in teaching. The third headteacher commented on the difficulty of managing progression, especially in environmental studies, religious and moral education and expressive arts. The remaining teacher was clearly irritated by what she seemed to view as too close a focus on meeting different learning needs in curriculum areas other than language and mathematics, stating that there was 'too much emphasis on group work/differentiation in subjects such as expressive arts, RE and environmental studies.'

Illuminating as many of the comments added to the questionnaire responses are, they are of necessity divorced from the context of the school. The following brief descriptions of the way that the five 5-14 principles were viewed in the visit schools help to give a more rounded perspective.

■ The five principles in the visit schools

School 1

The headteacher of School 1 felt in Autumn 1995 that because teachers were more aware of the need to ensure progression, they were taking more account of it in what they did. She also felt they were more frequently making links between different areas of the curriculum, but perhaps were less aware of doing this. She felt that the breadth of the curriculum had not really changed, and that the balance within which the school worked was reasonable although staff were finding the allocation of time for religious and moral education unrealistic. The allocation of flexible time was used, simply by things running over. She felt that pupil profiles would help achieve continuity when children moved between primary schools, but did not believe they would affect the secondary interface because of an entrenched preference in secondary school teachers for a fresh start. She could see that the 5-14 Development Programme was aiming at all pupils being set challenging but attainable goals, but was not sure it was succeeding, and felt there was an argument for creaming off the best pupils and giving them support. Why should all the support go to the lower ability pupils?

By Autumn 1996, the headteacher was feeling overwhelmed by the breadth contained within the environmental studies guidelines, saying that implementation of these was resulting in reduced depth of coverage and an erosion of teacher morale. She felt they

were on the whole succeeding in providing a balanced curriculum, sometimes working with blocks of time rather than spreading work out. However, in contrast to her comments the previous year, she now felt that 5-14 was not helping to promote coherence, continuity or progression. Children worked less well now than they had ever done, and 5-14 tied teachers' hands because they had to give so much attention to bits of paper. It is perhaps useful to remember that, because of a falling roll, this small school had lost a member of staff since the previous year, so that this teaching headteacher was therefore working on implementation of the environmental studies guidelines with just one other teacher.

School 2

In this school, although in 1995 the headteacher was able to reflect on changes in relation to curricular breadth, balance, coherence, continuity and progression, she was unwilling to attribute these to the implementation of 5-14, in fact feeling that overall breadth may have been reduced by 5-14 because fewer extra-curricular activities were taking place. Pupils worked more often with computers than they used to do, but this would have been the case irrespective of 5-14. In general, she was satisfied with the balance of the curriculum, except for her feeling that too much time was recommended for religious and moral education, and said that she and her staff would have welcomed clarification of whether the suggested time allocations needed to be met each week or over a longer period.

This headteacher felt that links between curricular areas could be made through problem-solving, but again was unwilling to attribute any focus on problem-solving to 5-14. Reference to 5-14 levels probably helped staff achieve continuity, although information about children's progress had always been available in other formats. She thought that pupils were more likely to be aware of the goals they worked towards because they were now told what criteria would be applied in assessing their work, especially when they were taking a national test. However, she was not sure that giving pupils this information was possible or appropriate for all curriculum areas. Overall, her view was that teachers were finding it hard to 'fit things into 5-14 pockets', using the terminology rather than putting things down as they used to.

In 1996, this headteacher commented that 5-14 was indeed providing breadth, but at the expense of concentrating on things in depth. She felt that the balance of the curriculum that staff were providing might be skewed in favour of expressive arts, although she did not check time allocations except for using a rough rule of thumb. Her view was partly influenced by the fact that they would be investing considerable time putting on a Christmas Concert over the next few weeks, an investment which would nevertheless be worthwhile because it would allow some children to 'shine who would not shine at anything for the rest of the year'. She also raised the question of the timespan over which balance was supposed to be achieved, remarking that one of the specialists had seen it as something to be achieved over the whole nine years of the programme. With regard to making links between areas of learning, she felt that work was, if anything, less integrated than it used to be, since topics were less all-embracing. The two teachers echoed the headteacher's view on balance, believing the suggested allocation for expressive arts to be inadequate, and the infant teacher added the opinion that more time should be given to early literacy and numeracy. She used her 20% flexible time for language and number related activities such as constructive play.

School 3

In School 3, the headteacher felt the range of activities in the school was improving, particularly since the school was now including more practical activities and broadening what was covered under the various curriculum headings. She also felt that her staff were more easily seeing links between areas and taking a more cross-curricular view. The achievement of breadth and balance went hand in hand; staff were realising that the important thing was not to find more time, but to redistribute it. Her staff were starting to plan, a year in advance, which topics they would cover, to ensure a balance of different emphases in environmental studies and in cross-curricular activities over the whole year. She felt that computer work was mediating a lot of the linking that was going on between curricular areas.

This headteacher felt that liaison activities involving the secondary school through the cluster group were beginning to help continuity at that interface, and that within school, continuity was improving as 'classroom doors opened'. For example, staff had begun to talk to each other about the kind of things they would like to know about a new class, and in fact had asked that the policy on assessment that was currently being drafted should include recommendations on how to ensure continuity and consistency of practice. With regard to progression, the headteacher felt that the crucial change was that staff were coming to recognise that it was the level at which pupils were working, rather than the stage of the class they were in, that should determine what work they should be covering. She felt that more centralisation and sharing of resources throughout the school was helping to support this change of approach. However, this headteacher felt that her staff still needed to work more on ways in which they could meet the needs of children at the extremes of the ability range within a class. Lack of time, as much as anything, was hindering this at present.

In 1996, this headteacher's views were largely unchanged. However, she commented that investment in resources such as sets of musical instruments had given staff the ability to incorporate them into ongoing class work and thus more easily achieve a balance of activities. She stressed the importance of providing staff development for planning in each new area as it was tackled; differentiation, especially, was harder to organise for expressive arts and environmental studies than for language and mathematics, and the staff needed support with this to ensure progression in all areas of the curriculum.

School 4

The headteacher of School 4 felt her school team was achieving greater breadth through focusing more closely on what they were going to teach, and why. Clear planning helped this. Balance within the curriculum the school offered was, she felt, quite good; staff had examined this through taking an analytic look at their weekly diaries. They had spent some time, as part of their work on environmental studies, talking about the types of activities which were appropriate, and how to ensure they were giving enough time to purely environmental studies activities (as opposed to topic-related language tasks). Teachers made flexible use of the unallocated time, targeting it at meeting the needs of different classes, and to fit in personal and social development. Because the school had chosen to implement 5-14 curriculum area by curriculum area, she thought that achieving coherence across the curriculum might be difficult, although problem-solving strategies had yielded some success in bringing areas together. The new approach to development work currently being planned, which would look at learning and teaching 'across the board', should help to improve coherence.

This headteacher felt that continuity within the school was good, and that 5-14 lent itself well to it. She also thought that having whole school policies and programmes (as this school had for environmental studies and, newly, for religious and moral education) reduced the risk of unintended repetition; even if the topic was 'the same', it would now have a different focus or develop different skills. With respect to progression, she felt the staff were becoming more aware of the need to set pupils challenging and attainable goals, although practice was still variable. Again, she felt the focus on learning and teaching would help her staff to address this in the coming session.

In Autumn 1996 there was a new headteacher at School 4. She felt that the five principles were generally being promoted well in the work of the school. She described how particular attention was being given to achieving balance in practice, as well as in the forward plans. The week before a new plan was to be submitted, each teacher discussed their past plans with a member of the management team, in order to highlight anything that would need to be taken into special account in the next plan.

School 5

In School 5, in 1995 the headteacher felt the school was moving towards provision of a broader curriculum than in the past, but was less sure about balance because a number of curriculum areas were yet to be implemented in accordance with 5-14. She hoped that coherence was improving, and that more links were being made as the curriculum was broadened, but she felt that this was something that primary teachers had always tried to do. She felt that the existence of the cluster group, in which secondary staff were also involved, was beginning to improve continuity between primary and secondary schools, and that as staff worked on the various curriculum areas within their own schools, continuity would improve there too. However, she was concerned that the 5-14 notion of levels, as a major mechanism for ensuring that pupils worked on tasks they could achieve yet challenged their abilities, presented considerable difficulty. There was still little consensus among teachers about interpretations of work at the different levels. The difficulties leading on from this, she implied, meant that 5-14 was not helping to ensure a smooth learning path for pupils.

By 1996, this headteacher was expressing concern that the breadth the school aimed at was becoming unworkable as additional 5-14 guidelines were implemented. She felt that the recommended time allocations did not include enough for language, and thought it inappropriate to give equal time to the four language strands because reading and writing needed more attention than talking and listening. She also felt it unhelpful to aim for balance by allocating time to different areas. To what, for example, would time be allocated in an RE activity that was largely language based? In spite of the school's difficulties with allocating time to their satisfaction, however, this headteacher was of the belief that the new environmental studies programme would help to improve continuity within the school.

■ Views on improvement to pupils' attainment

In the survey schools

Only half (51%) of the headteachers agreed that, 'from the evidence available ... at this point, 5-14 is improving pupils' attainment'. This included 7% who strongly agreed with this statement; just over a third (34%) disagreed. It was interesting to note that for all the statements about the 5-14 principles, only a handful of respondents failed to complete the question, but that in this case as many as 15% of the headteachers gave no response. An

even smaller proportion (43%) of the teachers agreed with the statement about attainment, including only 3% who strongly agreed. About the same number (42%) disagreed, while as with the headteachers, a considerable number (17%) gave no response to this question.

Forty-two comments were offered in amplification of this statement. Five headteachers and three teachers indicated that they had insufficient evidence to form an opinion, one of the headteachers writing that this would need to be obtained over a 'realistic period', and another feeling it impossible to make a judgement in the absence of clearly stated criteria. Two headteachers and four teachers pointed out that because 5-14 had changed the methods by which attainment was measured, i.e. the school's assessment procedures, it was hard to know if pupil attainment had improved or not. Eight headteachers and one teacher felt that there had been no change in attainment as a result of the 5-14 Development Programme, several of these adding that they had always sought to improve their pupils' attainment.

Comments coming from respondents who regarded 5-14 as having a positive effect on pupils' attainment suggested this had come about because better teaching had been encouraged (2 comments) and because 5-14 had resulted in more steady progression, which was particularly beneficial to the less able (1 comment). Against these views must be set those coming from the opposite camp: that teachers were less able to put time and effort into providing challenges for pupils of high ability (2 comments), that the increased breadth in the curriculum was to the detriment of pupils' attainment in general (5 comments) and, the most frequently made point, that insufficient time was being spent in helping children master basic skills (9 comments).

Views on pupils' attainment in the visit schools

In School 1, the headteacher felt unable to comment on the impact of the 5-14 Development Programme on attainment, while in School 2, which was small, the feeling was that, far from improving attainment, 5-14 was having a detrimental effect. In the other three schools the overall view was more positive.

The headteacher of School 3 felt that the emphasis on talking since 5-14 had been introduced had improved children's oral and reading skills:

Children that are encouraged to talk more, their vocabulary is better, therefore their reading becomes better, therefore they become able to express an opinion. They become more articulate. The values that are put on some of the areas that were not there before are encouraging children to be more articulate and capable.

In mathematics, her view was that pupils were doing more problem solving, gaining improved understanding because things were more contextualised and they were getting more opportunities to do practical things with their number skills, not just putting them down on a piece of paper where they might not mean much to them.

The teachers in this school were on the whole less certain than the headteacher that 5-14 was improving attainment, however. One remarked on improvements in language work, with the children becoming more confident at expressing themselves, and another said that the range of approaches now being used in mathematics meant that pupils were achieving more. In contrast, two of the teachers felt that basic skills in number and language, particularly grammar, were poorer than they used to be, at least for the 'top group'. However, they did feel that perhaps the less able children might be achieving more than in the past.

The headteacher of School 4 felt that because 5-14 helped teachers to be more focused on what they were teaching and assessing, and why, it was improving the learning experience for pupils and thus had to be influencing their levels of attainment. Several of the teachers whom we interviewed echoed this view, although one expressed her opinion that it was a bit early to judge improvements in attainment. She thought the pupils were becoming more independent in their mathematics work, but was less certain that they were also becoming more numerate.

In School 5 the headteacher felt unable to comment on whether or not 5-14 was improving attainment. Teachers here also found the question hard to answer. Three of those we spoke to referred to ways in which the programme was encouraging them to give the pupils a broader range of experience and adopt a wider variety of approaches, rather than to their attainment as such. Another thought that children were less sure of their numbers than in the past, but stressed that they were having other 'wonderful experiences' and confessed herself unsure of what was the most appropriate balance. The other three teachers in this school felt that the 5-14 ought to have the potential to improve attainment, but they were not sure that it was doing so in practice, one of them asking how such a thing could be measured.

■ Overall effect on learning experiences for pupils

During our interviews in the visit schools, both in Autumn 1995 and in Autumn 1996, we asked headteachers and teachers how far, overall, they felt 5-14 was helping to improve the school learning experience for pupils.

In 1995, the headteacher of School 1 found it very hard to respond to this question, but finally said that the teachers were perhaps looking more analytically at what they were doing as a result of 5-14. However, she did not think that this had any effect on the pupils. The teachers echoed this view, saying that 5-14 helped them to have a more organised view of what they were doing, but likewise feeling unable to comment on effects on the children. Much the same view was evident in 1996.

In 1995 the School 2 staff felt that teaching had suffered from their implementation of 5-14. The view of the headteacher, who also taught, was that because there was so much to be covered, things became 'bitty' and continuity was lost. She also felt that the overall range of experience the school offered was narrower because there was no time for all the extra-curricular activities there used to be. The other two teachers commented that their teaching had previously been more flexible and enjoyable. In 1996, the headteacher still felt that she and her staff were providing a poorer education since implementing 5-14. A particular concern was the amount of time they felt obliged to devote to religious and moral education, when they knew the time was needed for constant repetition of the basics. More optimistically, the teachers felt that 5-14 had made them more aware of the need for balance in the curriculum, and for consistency of approach. However, both complained of the time they saw themselves as having wasted on developing systems that were now outdated, and one told us she was not giving her best to the class because of the need to spend time on paperwork.

Interviewed in 1995, the headteacher of School 3 said that working on the implementation of the 5-14 Development Programme had pulled the staff together, making them look at their practice and seek consistency. She felt that the increased use of activity learning was a major improvement in their school, and the need to keep abreast with technology had beneficial effects too. The classrooms were 'busier' because more was going on at the same time, practical activities as well as written ones, because:

Teachers have been given the confidence through 5-14 to know that everything doesn't have to be written to be a learning experience.

The seven teachers to whom we spoke at that time also felt that 5-14 was leading to improvements. Three of the teachers felt the pupils were now getting a broader range of experience, and five of them talked of ways in which the Development Programme was improving continuity and progression, both through clarifying what should be taught and when, and by improving assessment and recording practices. As one of the teachers put it, the pupils' learning experience had to be improving because teachers were 'more focused on pupils' capabilities' and that 'must mean that the tasks they are set are better targeted'. This upbeat view was restated in 1996, when the headteacher expressed her view that more children were now feeling valued and successful. The teachers we spoke to on this occasion commented again on the range of experiences the children now had, and on the value of increased emphasis on problem solving, talking and listening, and drafting and redrafting in particular.

The headteacher of School 4 commented in 1995 that there had been a number of changes in the content of the curriculum since 5-14 was implemented, especially in environmental studies. She also thought that there had been changes in the methodology of teaching and learning, although she was not sure that the staff had yet recognised that they had made these changes. Taking on the 5-14 Development Programme had given teachers a fresh set of challenges in terms of learning and teaching. The headteacher had chosen to implement 5-14 through addressing curriculum content first, as a way of getting teachers comfortable with looking closely at what they were doing, and as a result she felt that in talking about their practice and looking at it in a different way from before, her staff had the confidence to tackle broader issues.

All but one of the seven teachers we spoke to in School 4 in 1995 felt that their implementation of 5-14 had led to improved continuity and progression for the children through the school. As one teacher put it:

The school is moving as one body, rather than 15 individual teachers doing their own thing.

Four teachers also commented on an increased breadth of experience for the pupils. While the seventh teacher felt sure that 5-14 was helpful for teachers, she did not know if it would make an appreciable difference for the pupils.

By 1996 there was a new headteacher in School 4, who felt that 5-14 had for the most part simply formalised the good practice that had already existed in the school. A few developments, such as an increased emphasis on mental calculation and early intervention work, were important and likely to have an impact on achievement in mathematics and language in general, although it was still early or this impact to be seen clearly. The teachers interviewed on this occasion again pointed to an increased breadth in the curriculum and on the way the structure of 5-14 had led to improvements in continuity and progression.

In School 5, in 1995 the headteacher stressed that although the school was taking 5-14 into account, the Development Programme was not the school's chief driving force. Experience had made her somewhat cynical; she had seen too many new initiatives started and then abandoned as something new came in to put too much faith in any one. However, four of the teachers we spoke to felt that the staff were now more aware of what they were doing, and thinking more about the breadth and balance. As one of them put it:

Combining what you would hope to do ... and what 5-14 advises and outlines, I think it is broadening the learning experience of all children.

Two others felt that developments were less the result of 5-14 than a natural consequence of the direction the school had been moving anyway, and the fourth teacher felt that while some of her colleagues were 'doing far better than I am in following the guidelines ... and they've got beautiful classrooms, and their organisation is great' the children in their classes were 'not learning any better. I know, I'm getting the kids.'

By 1996, the headteacher remained reluctant to attribute progress to 5-14 in particular, feeling that a range of initiatives in the school, especially their Positive Pupil Programme, was responsible. However, the three teachers we spoke to on this occasion all felt that 5-14 was improving continuity and ensuring that staff matched work more closely to the children's needs. One felt that it probably was not making much difference to attainment of the most able pupils, but that it had perhaps improved things for the average pupils.

■ Summary

The great majority of headteachers and teachers agreed with the view that their school's implementation of 5-14 was resulting in appropriate breadth of learning experiences for pupils. However, there was a perception that increased breadth was gained at a cost; there was no time to consider things in depth, and some staff felt that pupils' basic skills in language and mathematics would suffer, especially in the early years. Around three quarters of headteachers and teachers agreed that their schools were able to provide an appropriately balanced curriculum, working to 5-14 guidelines. However, this left a quarter of staff unhappy about the balance of the curriculum they were providing, with the main concern being that insufficient time was being allocated to basic skills in language and mathematics. With respect to coherence, the making of links to encourage transfer of knowledge and skills between contexts, nearly three quarters of headteachers and teachers agreed that 5-14 was helping, while over a quarter disagreed.

Continuity within the primary school was felt to be improving by the great majority of staff. However, only a little over half of the headteachers, and a little over a third of the teachers felt that continuity from primary to secondary was improving. Many of the primary staff believed that their associated secondary schools were not really working to 5-14. However, there were a number who felt that the 5-14 Development Programme was leading to improvements in continuity at this transition. The 5-14 Development Programme was felt, by most of the headteachers, and the majority of teachers, to be helping progression.

When asked whether, from the evidence available to them, they felt that 5-14 was improving pupils' attainment, only half of the headteachers, and fewer than half of the teachers agreed. Around one in six headteachers and teachers indicated neither agreement nor disagreement, and the comments indicated that many staff felt they did not have enough or the right kind of evidence to make this judgement.

There were mixed opinions in the visit schools concerning whether 5-14 was helping to improve the school learning experience overall for pupils. While a variety of changes had taken place in all schools, staff in some were unwilling to attribute these to the introduction of the 5-14 Development Programme. Where benefits were seen, these were felt particularly to have been an improvement in continuity and progression within the primary school, and the greater variety of learning experiences for the pupils.

7 Discussion

■ Progress with implementation

Putting the guidelines in place

Evidence gathered for this study makes it clear that, since the evaluation last reported its findings, schools have moved on in their implementation of the 5-14 Development Programme. On a whole-school basis, most schools were following 5-14 guidelines for at least one curriculum area beyond mathematics and English language, most teachers felt the assessment guidelines to be a strong influence on their practice, and teacher confidence in their implementation of 5-14 had increased. Nevertheless, not all schools expected to have addressed all sets of guidelines by the end of school session 1998/99, as is proposed by HMI in 5-14: A Practical Guide (SOED, 1994).

Many factors will have a bearing on the pace of implementation in different schools, two of the most obvious being the extent to which a school's curriculum prior to 5-14 matched the recommendations made in the guidelines and the numbers of available staff among whom work can be shared. There are perhaps questions here about whether additional support should be offered to those schools which have the greatest changes to make, and to those schools with the fewest staff to implement them. However, in judging the extent and pace of their own progress in implementing 5-14, headteachers and teachers will have applied their own interpretations to what 'implementing 5-14' means. Although many schools anticipated continued review and revision of work beyond school session 1998/99 in the 5-14 curriculum areas they had tackled, these schools nevertheless saw themselves as fully engaged with 5-14 in those areas. Staff in other schools viewed implementation of the guidelines as a one-off process needing to be 'completed' in any curriculum area, and were consequently worried and hesitant about moving on. Some further information on what it means to have a guideline 'in place' as the Practical Guide expresses it, may give schools greater confidence in their practice and implementation procedures.

■ Curriculum and class organisation

Systematic whole-school forward planning

When the most recent information from this evaluation is compared with that from the earlier stages, it seems clear that teachers are more likely than in the past to follow systematic and whole-school forward planning procedures, as these have become an integral part of the way teachers implement the 5-14 Development Programme. Particularly noteworthy is the evidence of a trend towards long-term planning which ensures that curriculum balance is offered over the span of a year. However, some school systems seem to be more efficient than others and the need to streamline the more complex planning sheets is becoming clearer to schools as they move into implementation of further curriculum areas. While the majority of teachers were finding their forward plans more useful as a result of 5-14-inspired changes, the frustration recounted by many staff who saw their early efforts to produce planning sheets superseded by sheets from advisers

whose support would have been appreciated earlier seems to have given rise to some cynicism. Additional motivation for such staff may be needed if they are to continue to play their part in furthering 5-14 development.

Moving beyond language-based activities

Data in three of the five visit schools shows that, believing they were covering environmental studies, staff were stressing language at the expense of environmental studies-directed activities. We have no means of knowing how widespread it is for teachers to use time in this way, but there may be a need to encourage teachers to set up and manage a wider variety of activity types than some are accustomed to using, which take children's learning more directly into curriculum areas other than language. A number of staff indicated that the specialist teachers were providing much of the impetus for developments of this kind, especially in the expressive arts. What will be the implications for schools if this kind of support continues to be cut back?

Increased use of published schemes

Almost three quarters of the teachers surveyed indicated that their use of published schemes had increased in some areas of the curriculum since undertaking implementation of 5-14 guidelines. Teachers' self-reports indicate that published schemes help them work with those curriculum areas in which they feel less familiar or confident. In what other ways can confidence be fostered and imaginative and creative teaching be ensured?

■ Assessment, recording and reporting

Whole-school assessment procedures

The evidence of this study suggests that practice is moving towards the goal of established school-wide procedures for assessment and recording that many headteachers wanted when interviewed at the time the 5-14 Development Programme was introduced. While teachers claimed to be using a wider range of assessment activities than before, however, the use of pupil self- and peer assessment was still limited. Whole-school approaches to assessment seem likely to further class to class continuity and, through careful planning, progression within the primary classroom, but if it is important to those implementing the 5-14 Development Programme that teachers make greater use of peer and self-assessment mechanisms, teachers may need help with ways of handling this. While most staff claimed to be satisfied with the assessment procedures they followed, at the same time many thought those procedures could be streamlined. School management teams are likely to continue to benefit from help with the process of revising and simplifying their assessment systems.

Use of National Tests to confirm teacher assessment

Returns from the national surveys show a huge increase in the proportions of schools gaining experience of National Testing between late 1993 and early 1996, when most headteachers also reported satisfaction with their current procedures. It is of continued interest to note, however, that satisfaction with the procedures of testing does not imply belief in the value of the tests. Although most classroom teachers used test results to confirm their own judgements, many did not appear to think such confirmation was needed; yet evidence of differences between teachers' understandings of the standard of work associated with each of the 5-14 levels highlights the fact that, in some cases at least, it is. Perhaps more overt 'flagging' of this purpose in National Test results would help all teachers see the connection.

Ensuring the use of pupil progress records

In spite of general satisfaction with new, whole-school systems for recording pupil progress both within primary schools and between primaries and secondaries, there were some comments that the additional work these systems engendered was wasted because the records were not used. Where this is true, it is not surprising if teachers who spend time to compile the records are dissatisfied, but it must be asked why the records are set aside. If the contents are not useful, a shift of focus may be needed; if the record format is complex, further streamlining may be needed; if mechanisms for passing records on are impractical, the mechanisms will need continued review. We reiterate the point made earlier: school management teams are likely to continue to benefit from help with the process of revising and simplifying their assessment systems, particularly those aspects which relate to record keeping.

Pupil input to reports to parents

Most headteachers were satisfied with their 5-14 style reports, believing that parents liked them and that they led to improved communication between home and school. However, many schools did not include pupil judgements in reports. We wonder whether this is part of a reluctance in some schools to take account of pupil opinion in any but a superficial way. If this is so, it may be helpful to ask what underlies such reluctance and consider these factors carefully.

■ Management and support

School Development Planning

As in previous years of the evaluation, headteachers found School Development Planning helpful for pacing implementation, provided there was no pressure from outwith the school to change it. There was some uncertainty, however, over when it was reasonable to judge that work in a particular curriculum area sufficiently accorded with the recommendations of the relevant 5-14 guidelines. We return to a point already made: it would, perhaps, be helpful to provide further information on what it means to have guideline 'in place'.

Monitoring progress

Headteachers most often monitored 5-14 implementation through checking teachers' forward plans, in particular for breadth and balance, and less often for coherence. A variety of other approaches to monitoring was identified by small numbers of headteachers, including sampling of pupils' work, visiting classrooms, and giving feedback on forward plans. Several headteachers commented on the difficulty they had in finding time for monitoring. For example, some commented that they would prefer to discuss forward plans with their staff, but pressure of time meant feedback was almost always written. Are there ways of helping headteachers, particularly in small schools, clear more time for monitoring activities? Headteachers in small schools face particular difficulties, both pragmatic (time) and psychological (loneliness, objectivity).

The value of liaison groups

While successful liaison groups shared work, ideas and resources and were able to improve primary and secondary school relationships, less successful groups had problems identifying suitable times to meet and found it hard to satisfy very different member school needs. These difficulties were exacerbated the farther apart the schools were and

the greater the number of schools in the group. Is there a case, particularly after local government reorganisation, for re-examining the bases on which different groups were brought together, and considering re-grouping as appropriate?

Support for school management staff

Impediments to progress in implementation were cited as lack of time, worries related to leaving implementation of one curriculum area and moving on to another, staff absences and changes, decreasing funds and support arriving too late to be of optimum value. Some of the barriers to progress that schools described may be outwith an individual school's complete control (such as the EIS 'workload campaign'), but not all will fall into this category. Although the most effective form of support for staff generally was thought to be that coming from within schools, the headteachers and senior management are often the sources of such support and would at times value sources of help from outside the school for themselves.

■ Impact on pupils' learning experience

Breadth

Almost all staff agreed that 5-14 was leading to 'appropriate breadth', although concerns that increasing breadth might leave pupils with a poorer grasp of basic skills and that material was being covered in less depth suggest that the word 'appropriate' had not always been noted. Although we do not have the data to show how far these concerns were justified, the fact that they were expressed suggests the importance of continued monitoring of children's achievements in basic skills.

Balance

While concerns were expressed about the time available for basic skills, which some teachers found insufficient, the study also shows that in some schools, at least, language work took up time that was needed for environmental studies-related activities. Yearly overview plans and forward planning feedback sessions seem likely to prevent the dominance of any one aspect of the curriculum over the others, but ultimately curricular balance in a school will be achieved by a headteacher working closely with his or her teaching staff to ensure that their interpretation of national advice and school policy leads to delivery of a curriculum which also meets the needs of their pupils. A key factor in this may be the level of confidence teachers and headteachers have in their ability to exercise appropriate professional judgement with regard to 5-14. How can such confidence be developed and maintained?

Coherence

Many teachers felt 5-14 was helping them make links between curriculum areas, but at the same time, about half claimed that in some areas they used more subject-based teaching. These findings illustrate that the adoption of subject teaching or otherwise is a matter of an individual teacher's interpretation of what is needed, rather than being inherent in any aspect of 5-14. Perhaps it is of relevance to issues of both balance and coherence that some staff seemed overwhelmed by the thought of fitting everything in. How can such staff best be helped to overcome their difficulties?

Continuity

Most staff felt that within-school continuity had improved as a result of 5-14: many headteachers seem to have found in the Development Programme the catalyst to enable

them to bring about changes that they wished to introduce in any case, especially in terms of increased consultation between staff and established whole-school systems. In contrast, staff perceptions provide little evidence that continuity was improving at the primary/secondary interface. There must be concern that the situation will not be improved when secondary schools turn their attention to Higher Still, and there is evidence of some bitterness from primary school teachers, working on 5-14-related issues within their liaison groups, who feel they are investing effort which is disregarded by secondary staff. Dissemination of examples of productive liaison achieved by other groups may serve as a stimulus for those groups which are struggling to improve matters.

Progression

Most school staff felt that 5-14 was helping with progression. However, comments on the difficulties of managing progression in areas other than language and mathematics led us to wonder whether some teachers are getting 'bogged down' in attempts to devise a multiplicity of tasks at different levels for all situations, when more simple forms of differentiation such as by outcome and level of support given could sometimes be appropriate.

Improved pupil attainment

Only half the headteachers and even fewer teachers felt that they had evidence that 5-14 was improving pupils' attainment. This perception was reported after the first four years of the evaluation, and it is interesting to note there has been little change in the two years following. Considerable numbers of respondents failed to indicate their view on the effects of 5-14 on pupil attainment, many because they felt they had insufficient evidence. Some respondents pointed out that because school systems for measuring children's attainment were now different, comparisons with past achievement could not be made.

Opinions were mixed over whether 5-14 was helping to improve the overall school learning experience for pupils. Where benefits were recognised, these were described in terms of breadth (the availability of a greater variety of experiences) and improvements in continuity and progression within schools. These benefits might be expected eventually to feed into improvements in the attainment of pupils, but many schools/staff seem unwilling as yet to make this link, especially those who still feel a lack of confidence in what they are doing.

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Appendix 1

■ National survey and visit school methods

National survey

Questionnaires were sent out to 203 primary schools, one for completion by the headteacher, and others for completion by one teacher each of P1, P3, P5 and P7. In smaller schools we asked for the questionnaires to be filled in by teachers of composite classes including these stages. Copies of the headteacher and teacher versions of the questionnaire are included in Appendix 00.

Overall we received responses from 152 schools, a return rate of 75%. There were 142 from headteachers, a 70% return rate, and 325 teacher questionnaires, for which it is not possible to calculate a return rate because it was not always certain how many teacher questionnaires constituted a full complement.

Of the headteachers responding, 38% had classroom responsibilities. Over half (51%) of them had been headteachers at their current schools for 5 years or fewer, ie approximately since the introduction of the 5-14 Development Programme. The proportion of responses coming from each of the four stages we had identified as targets were more or less even, with 22% from P1, 23% from P3, 22% from P5 and 23% from P7. Nine per cent of responses came from composite classes. Only 16% of the teachers had been teaching for 5 years or fewer (ie, had begun their teaching careers with 5-14).

Visit school methods

During the first set of visits, interviews were carried out with the headteacher and with one teacher from each stage. Two of the five schools were small schools with only two or three composite classes, and in these schools all of the teachers were interviewed. Brief details about school roll, numbers of teachers and other relevant characteristics are outlined for each school in Figure A1.

When making our plans for the visits, in consultation with the headteachers, we asked them to identify some aspect of the practice of three teachers from among those we would be interviewing which they would describe as good in terms of the 5-14 guidelines and principles. As well as interviewing these teachers, we also arranged to spend a little time in their classrooms observing in an informal way how they put their plans into practice. Where possible we followed up the observation with a further brief discussion with the teacher involved.

The second set of visits involved interviews with the headteachers, and interviews with just three teachers, along with further observation sessions. We tried to observe practice in a range of aspects, again asking headteachers to identify things that they felt were matching well with 5-14 requirements; it is worth noting that diffidence was evident in some schools about the extent to which staff exemplified good 5-14 practice. It is also important to note that the observation we were able to conduct was at the level of field notes rather than of rigorous checking. Systematic observation techniques

require more resources than were available for this project and thus the information gained was impressionistic; however, in no cases did what was seen run counter to teachers' claims for their practice.

In addition to the interviews and classroom observations, we sent a brief questionnaire home to the parents of some of the pupils in each school, asking for their opinions on the information they received from the school about their children's progress. These questionnaires were sent home via the children in two classes in each of the three bigger visit schools, one class each of all stages from P2 to P7, and via all children in the two smaller schools. An envelope was supplied, in which parents could seal completed questionnaires which were then returned to school by the children. We received 153 completed questionnaires altogether, which yielded responses from parents of children in all stages of the primary school, some of whom had children at more than one stage. The percentage of responding parents with children in each stage was as follows:

P1	10%	15 parents
P2	25%	38
P3	22%	33
P4	27%	41
P5	19%	29
P6	22%	33
P7	24%	37

The numbers of responses from the different schools were as follows:

School 1	20 returns (30 given out)	All stages
School 2	23 returns (48 given out)	All stages
School 3	38 returns (c. 55 given out)	P3 & P4
School 4	41 returns (c. 60 given out)	P2 & P7
School 5	31 returns (c. 55 given out)	P5 & P6.

Figure A1: Characteristics of visit schools

SCHOOL 1

Setting
Rural

Size
54 pupils (1996/7)

Non-teaching staff*
None

Teaching staff
Headteacher (P4567)
1 class teacher (P123)

Comments

- Headteacher in post since before 5-14
- Roll fallen since 1995/6 when had 3 classes:
- HT (P67) present teacher (P12) another teacher (P345)

SCHOOL 2

Setting
Rural

Size
57 pupils (1996/7)

Non-teaching staff*
None

Teaching staff
Headteacher (P567)
2 class teachers

Comments

- Headteacher in post since before 5-14

SCHOOL 3

Setting
Urban

Size
395 pupils (1996/7)

Non-teaching staff*
Headteacher
DHT

Teaching staff
AHT
14 class teachers

Comments

- Headteacher came in 2nd year of 5-14
- DHT new post, appointed by this headteacher
- 'Glenmount' from earlier report

SCHOOL 4

Setting
Urban

Size
393 pupils (1996/7)

Non-teaching staff*
Headteacher
DHT
AHT

Teaching staff
14/15 class teachers

Comments

- School had two new headteachers over course of 5-14 evaluation, second taking up post in 1996/7
- Also change of DHT, but AHT in post since before 5-14
- School often cited for good practice

SCHOOL 5

Setting
City

Size
340 pupils (1996/7)

Non-teaching staff*
Headteacher
DHT

Teaching staff
AHT
12 class teachers

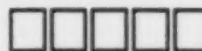
Comments

- Class size capped at 30 due to small room size
- Headteacher came in 2nd year of 5-14
- DHT and AHT appointed by this headteacher

* Professional staff, rather than secretaries, janitors, auxiliaries, etc.

Appendix 2

Where percentages do not sum to 100, this is due to missing data on some questionnaires, and/or to rounding procedures.



5-14 Development Programme, Continued Evaluation Questionnaire for Primary School Head Teachers, 1996

For office
use only

1-5

*We would be very grateful for your responses to the following questions.
Throughout the questionnaire, unless other instructions are given, please circle the number
or numbers which are appropriate for your response.*

IMPLEMENTATION OF THE GUIDELINES

1. To what extent would you say that each of the following sets of guidelines influences practice within your school? *Please circle 1, 2, 3 or 4 as appropriate:*

	not yet addressed	individuals have addressed but not whole school	current area of development in school	strong influence throughout school	
	%	%	%	%	
• English language	<1	0	11	88	6
• mathematics	<1	<1	12	86	7
• expressive arts	27	25	37	8	8
• religious and moral education	22	25	29	22	9
• environmental studies	13	20	54	11	10
• personal and social development	27	32	22	18	11
• assessment	5	10	40	44	12
• reporting	4	7	38	49	13
• structure and balance of the curriculum	11	16	23	49	14

2. We are interested to know whether you find the different sections of the curriculum guidelines helpful in different ways. *For each of the sections listed below, please circle 1, 2, 3 to indicate whether you find the section helpful or not for the purposes given:*

1 = helpful 2 = not helpful 3 = have not used the section for this

	auditing practice in school			planning staff development			policy writing			
	%			%			%			
• Rationale	54	6	23	56	8	24	85	4	4	15-17
• Attainment outcomes and targets	86	3	3	76	4	11	82	2	4	18-20
• Programmes of study	80	6	6	75	6	13	76	4	10	21-23
• Catering for the needs of individual pupils	53	11	24	49	16	25	68	6	14	24-26
• Assessment and recording	79	6	8	73	7	12	79	4	9	27-29
• Specific issues	44	9	34	48	8	30	57	7	22	30-32

If you use the guidelines for any other purposes, please outline them briefly:

11 comments (7.7%)

33-34

ASSESSMENT AND RECORDING

3. Which of the following statements are true in your school? *Please tick all that apply:*

	True in our school	
• Assessment in our school needed no change as a result of 5-14	6%	35
• Recording within our school needed no change as a result of 5-14	6%	36
• Assessment will be addressed once all the curriculum guidelines are in place	6%	37
• Assessment is being addressed at the same time as the curriculum guidelines	87%	38
• We are taking a more whole school approach to <u>assessment</u> than before 5-14	89%	39
• We are taking a more whole school approach to <u>recording</u> than before 5-14	85%	40
• Teachers are using a wider range of assessment methods now than before 5-14	74%	41
• Teachers are using a wider range of recording methods now than before 5-14	79%	42
• There is more differentiation within classrooms now than before 5-14	43%	43
• Our area (cluster/liaison) group is developing/has developed an improved system for records to be passed on to the secondary school.	75%	44

4. In general, how satisfied are you with the way that teachers assess pupil progress in your school? *Please circle 1, 2, 3 or 4:*

very satisfied 18%	on the whole satisfied 78%	on the whole dissatisfied 3%	very dissatisfied 0%	45
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Please explain briefly the reason for your response:

110 comments (78%) 46-47

5. In general, how satisfied are you with the way that teachers record pupil progress in your school?

very satisfied 21%	on the whole satisfied 70%	on the whole dissatisfied 6%	very dissatisfied 0%	48
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Please explain briefly the reason for your response:

101 comments (71%) 49-50

NATIONAL TESTING

6. Has your school carried out National Testing? Yes 93% No 6%

51

If NO, please explain briefly:

52-53

10 comments (7%)

7. How satisfied are you with the National Testing procedures in your school at present?

very satisfied
19%

on the whole satisfied
66%

on the whole dissatisfied
7%

very dissatisfied
4%

54

Please explain briefly:

55-56

93 comments (66%)

REPORTING

8. For each of the types of information listed below, *please circle 1, 2 or 3* to indicate whether this type of information has always been included in reports to parents, is new since 5-14 was introduced, or is not included in reports to parents.

	Always included %	New since 5-14 %	Not included %	
• teacher's written comments on pupil progress in each curriculum area	63	31	2	57
• teacher's written comments on the pupil's behaviour and attitude	88	9	<1	58
• teacher's judgement of pupil attainment expressed as 5-14 levels	4	91	4	59
• teacher's statement of significant achievements	69	28	2	60
• teacher's view of areas which the pupil finds difficult	82	14	1	61
• teacher's statement of the amount of support the pupil needs	57	28	11	62
• teacher's view of the Next Steps/ the pupil's development needs	7	73	18	63
• National Test results	4	73	20	64
• an invitation for parents to write their comments	15	69	13	65
• written comments from pupils	2	17	80	66

9. For each of the following uses of the written reports, *please circle 1, 2 or 3* to indicate which have always been done in your school, which uses are new since 5-14, and which uses are not done in your school.

Written reports are ...	Always have done %	New since 5-14 %	Don't do this %	
• sent to parents	97	1	1	67
• talked through with parents	84	13	3	68
• talked through with pupils	25	24	47	69
• passed on to next teacher	98	<1	<1	70
• passed on to next school	98	0	1	71
• other <i>Please specify:</i>	2	0	<1	72

10. How satisfied are you with reporting practices in your school at present?

very satisfied 23%	on the whole satisfied 72%	on the whole dissatisfied 4%	very dissatisfied 1%	73
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Please explain briefly the reason for your response:

104 comments (73%)

74-75

MANAGING IMPLEMENTATION

11. Have any of the following strategies helped you to manage implementation of the 5-14 Development Programme in your school? *Please tick those which have helped:*

• Pacing through School Development Plan	92%	76
• Tackling development on a whole staff basis	89%	77
• Giving individuals or groups specific remits	66%	78
• Sharing of strengths among staff (eg by teaching alongside colleagues to demonstrate approaches)	50%	79
• Developing each curriculum area in full before moving on	49%	80
• Letting staff judge when they are ready to move on	30%	81
• Management Team taking lead over when to move on	47%	82
• Ensuring all curriculum areas have a basic provision in line with 5-14, planning to return afterwards for further development	66%	83

84-85

If you have found any other management approaches helpful, please outline them briefly:

19 comments (13%)

End 1

12.

(a) Do you monitor and evaluate the aspects of 5-14 that have been implemented?

Yes ☐ 94% No ☐ 4%

(b) If Yes, what is monitored? *Please tick all that apply.*

- Teachers' forward plans ☐ 94%
- Teachers' implementation of forward plans ☐ 89%
- The balance of time teachers give to different curriculum areas ☐ 70%
- The breadth of the curriculum teachers are offering ☐ 85%
- The extent to which teachers encourage the transfer of skills and knowledge between curriculum areas ☐ 44%

Please add any other comments on monitoring and evaluating of 5-14 in your school:

32 comments (23%)

13. Is your school involved in 5-14 development activities with other schools, through a 'cluster' or similar group?

Yes ☐ 82% No ☐ 17%

If YES, how successful would you say that group has been as a mechanism for implementing 5-14?

	very successful	successful on the whole	limited success	not successful
	8%	37%	34%	4%
of the 82%	10%	45%	41%	5%

Please explain briefly the reason for your response:

90 comments (63%)

14. Have there been any impediments to the implementation of 5-14 in your school?

Yes ☐ 62% No ☐ 35%

If YES: *Please briefly explain your response:*

93 comments (66%)

Card 2

1

2

3

4

5

6

7-8

9

10

11-12

13

14-15

15. For each of the following aims of the 5-14 programme, *please circle 1,2,3 or 4* to indicate how far you agree that it is being achieved in your school.

<i>How far do you agree that ...</i>	strongly agree	agree	disagree	strongly disagree
• your school's implementation of 5-14 is resulting in appropriate breadth in terms of the range of learning experiences offered to pupils?	18%	74%	7%	0%
• you are able to provide an appropriately balanced curriculum , working within the recommended time allocations?	11%	61%	23%	3%
• 5-14 is helping teachers to make links between the different curriculum areas so that pupils can transfer knowledge and skills learned in one context to others?	10%	61%	22%	2%
• the 5-14 Development Programme is helping you to provide pupils with a series of goals which are both challenging and attainable?	11%	78%	7%	3%
• 5-14 is improving the continuity of learning for pupils when they move from class to class?	25%	66%	5%	1%
• 5-14 is improving the continuity of learning for pupils when they move from primary to secondary?	15%	43%	29%	9%
• from the evidence available to you at this point, 5-14 is improving pupils' attainment?	15%	44%	30%	4%

Please add any comments you would like to make here:

62 comments (44%)

SUPPORT

16. In implementing 5-14, how useful have you found each of the following types of support?

	very useful %	quite useful %	of limited use %	not useful %	not had this support %	
• Printed materials from SOEID/ Scottish CCC	17	63	16	1	-	25
• In-school development sessions (eg PAT, in-service days)	72	22	4	<1	<1	26
• Regional or central courses	20	52	25	1	-	27
• Cluster (area/liaison) group meetings	18	42	28	4	4	28
• Advisers	18	37	25	9	8	29

Other (please specify):

14 comments (10%)

30-31

17. Compared to last year, how easy or difficult have you found it to implement the 5-14 Development Programme?

easier than before 19%	harder than before 13%	easier in some ways, harder in others 45%	about the same 20%	32
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Please briefly explain the reasons for your response:

33-34

93 comments (66%)

18. Overall, how satisfied do you feel with the progress your school has made in implementing the 5-14 Development Programme?

very satisfied 11%	satisfied on the whole 78%	dissatisfied on the whole 8%	very dissatisfied —	35
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RESPONDENT DETAILS

Please tick as appropriate

How long have you been head teacher at this school?

1 year or less ☐ 11% 2-3 years ☐ 23% 4-5 years ☐ 17% 6 years or more ☐ 49%

36

In addition to your responsibilities as head teacher, do you also have responsibility for teaching a class or classes? Yes ☐ 38% No ☐ 59%

37

LASTLY

19. If there is anything you would like to add about your experience of implementing 5-14, please use this space:

58 comments (41%)

38-39

End 2

Thank you for the time and trouble you have taken to respond to this questionnaire – your help is very much appreciated. Please return it to SCRE in the envelope provided, if possible by **Friday 3 May**, but at any rate as soon as you can.

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**Questionnaire for 5-14 Development Programme, Continued Evaluation
Primary School Teachers, 1996**

For office
use only

1-5

Dear Colleague

The Scottish Office Education and Industry Department has asked the Scottish Council for Research in Education to continue its evaluation of the 5-14 Development Programme. As it is almost three years since the last national survey, your views of 5-14 and its impact in your school are particularly important at this time. As before, we would like to stress that it is the Programme which is being evaluated, not the teachers implementing it, and that all the information you give us will remain completely confidential. Please accept our thanks for your help, and return the completed questionnaire to SCRE, using the prepaid envelope provided.

April 1996.

Throughout the questionnaire, unless other instructions are given, please circle the number or numbers which are appropriate for your response.

IMPLEMENTATION OF 5-14 GUIDELINES

1. (a) In your teaching and planning, how much do you feel you are influenced by each of the following 5-14 guidelines?

	very much influenced %	a little influenced %	not at all influenced %	
• English language	87	13	<1	6
• mathematics	85	15	<1	7
• expressive arts	32	58	9	8
• religious and moral education	40	48	11	9
• environmental studies	53	39	7	10
• personal and social development	28	55	17	11
• assessment	57	36	6	12
• reporting	55	39	6	13
• structure and balance of the curriculum	63	31	6	14

1. (b) If you do feel that any of the guidelines has influenced your teaching and planning, in what ways have they done this?

242 comments (75%)

15-16

2. (a) We are interested to know what use you make of the different sections of the curriculum guidelines now they are becoming more familiar.

For each of the sections listed below, and for each of the sets of guidelines shown, please circle 1, 2, 3 or 4 to indicate whether you:

1= constantly refer to it, 2= refer to it at planning time, 3= occasionally look at it or 4= never look at the section.

	English language %	mathematics %	expressive arts %	religious and moral education %	environmental studies %	
• Attainment outcomes and targets	25 67 7 16	27 62 7 1	5 53 32 8	6 55 23 12	10 64 14 8	17-21
• Programmes of study	9 55 26 7	11 52 26 7	2 41 37 15	3 41 32 18	7 51 24 13	22-26
• Catering for the needs of individual pupils	13 31 38 15	12 32 36 15	3 22 39 30	3 18 38 34	5 23 39 28	27-31
• Assessment and recording	18 38 35 7	19 37 33 8	6 27 39 24	4 23 36 31	7 31 37 20	32-36
• Specific issues	7 18 41 25	7 19 40 26	4 14 38 35	2 13 37 36	5 17 38 30	37-41

- (b) Do you find any sections of any of the guidelines especially helpful?

☒ 52% Yes ☒ 38% No

If YES, please explain briefly:

164 comments (51%)

CLASSROOM PRACTICE AND ORGANISATION

3. Shown below is a list of statements which might be true for your teaching.

For each one, please circle the number of the option which best describes your practice.

	True in all curriculum areas %	True in most curriculum areas %	True for English and mathematics only %	Not true in any of the 5-14 curriculum areas %	
• The school uses planning sheets based on 5-14	31	44	22	2	45
• The teaching materials used in school match 5-14	15	62	19	3	46
• I devise more of my own materials than I used to do	17	30	8	38	47
• I make more use of published schemes than in the past	13	35	23	24	48
• I do more collaborative planning than I used to do	21	36	8	31	49
• The curriculum content I teach has changed as a result of 5-14	25	45	8	15	50
• I have changed the structure of my teaching day since 5-14 was introduced	22	35	4	32	51

3. (cont'd)

	True in all curriculum areas %	True in most curriculum areas %	True for English and mathematics only %	Not true in any of the 5-14 curriculum areas %	
• My pupils work more in ability groups than they used to do	5	19	23	48	52
• My pupils work more in social/mixed ability groups than they used to do	3	30	<1	58	53
• I use more whole-class teaching than I did	3	8	3	78	54
• I give greater emphasis to differentiation than in the past	17	29	9	40	55
• I use more subject-based teaching than I did	9	39	5	37	56
• I do more collaborative teaching than I did	7	22	7	55	57

RECORDING

4.(a). How far would you agree with each of the following statements about records of pupil progress?

Since the introduction of 5-14 ...

	strongly agree %	agree %	disagree %	strongly disagree %	
• I keep more records of pupil progress	40	53	4	<1	58
• My records are more formal	33	58	7	<1	59
• I am clearer about the purpose for which I keep records	16	51	26	6	60
• I am more selective about what I record	14	54	27	3	61
• I find my records are more useful for preparing reports to parents	21	51	23	3	62
• The records contain more useful information for the next teacher	16	55	23	3	63
• I find my records more useful for identifying areas where pupils need extra support or challenge	13	59	23	3	64
• My records are more useful for evaluating the effectiveness of my own teaching	10	54	29	4	65

(b) In general, how satisfied are you with the way that you are required to keep records of pupil progress since the introduction of 5-14?

very satisfied 5% on the whole satisfied 65% on the whole dissatisfied 21% very dissatisfied 5%

67-68

2 3 4

Please explain briefly the reason for your response:

245 comments (75%)

ASSESSMENT AND EVALUATION

5. (a) For each of the assessment procedures listed below, please circle 1, 2, 3 or 4 to indicate whether your practice is the same as before 5-14 was introduced, whether you do more of this activity since 5-14, less since 5-14, or whether you do not use this activity at all.

	Same as before	More since 5-14	Less since 5-14	Do not do this	
	%	%	%	%	
• assessment of 'non-written' areas such as listening and talking	17	75	<1	3	69
• giving written tasks for the purpose of assessment	27	65	3	2	70
• using a variety of approaches to assessment	31	62	2	<1	71
• using pupil self assessment	35	42	1	18	72
• using peer assessment	33	35	2	24	73
• giving feedback to pupils about their progress	52	40	<1	2	74
• carrying out formal observations	31	59	1	5	75
• identifying foci for assessment at planning stage	18	73	—	4	76
• taking conscious note of results of ongoing assessment	26	68	<1	1	77
• matching assessment to a specific purpose	26	67	—	2	78
• using assessments to check that pupils are making progress	43	52	—	<1	79
• feeding results of assessments into teaching plans	38	54	—	3	80
• using assessment results to identify areas where pupils need help	51	45	—	<1	81
• using assessment results to evaluate effectiveness of teaching	50	41	—	4	82

(b) In general, how satisfied are you with the way you are required to assess pupil progress since the introduction of 5-14?

very satisfied	on the whole satisfied	on the whole dissatisfied	very dissatisfied	
5%	71%	16%	3%	83

Please explain briefly the reason for your response:

208 comments (64%)

84-85

NATIONAL TESTING

Card 2

6. (a) Have you given National Tests to any pupils? *For each area, please tick yes or no:*

Mathematics		Reading		Writing	
Yes 79%	No 20%	Yes 78%	No 20%	Yes 54%	No 41%

(b) If you ticked NO for any of the above, was this because:

- the school is not yet doing testing? 11% 1
- no pupils have yet been ready for testing? 18% 2
- some other reason? *Please specify:* 12% 3

7. What use do you make of National Test results? *Please tick all the uses which apply.*

They are included on parent reports	71%
They are listed in PPRs (Pupil Progress Records)	71%
They are used to confirm your own judgements about pupil progress	77%

Other *Please specify:*

25 comments (8%)

8. How valuable do you think National Tests are, as a part of your assessment strategy?
Please circle 1, 2, 3 or 4:

very valuable	of considerable value	of limited value	not valuable
6%	31%	47%	7%

Please explain briefly the reason for your response:

241 comments (74%)

9. For each of the following aims of the 5-14 programme, *please circle 1,2,3 or 4* to indicate how far you agree that it is being achieved in your school.

<i>How far do you agree that ...</i>	strongly agree	agree	disagree	strongly disagree
• your school's implementation of 5-14 is resulting in appropriate breadth in terms of the range of learning experiences offered to pupils?	23%	66%	10%	<1%
• you are able to provide an appropriately balanced curriculum , working within the recommended time allocations?	15%	56%	23%	5%

9. (cont'd)

<i>How far do you agree that ...</i>	strongly agree	agree	disagree	strongly disagree	
• 5-14 is helping teachers to make links between the different curriculum areas so that pupils can transfer knowledge and skills learned in one context to others?	8%	61%	25%	3%	15
• the 5-14 Development Programme is helping you to provide pupils with a series of goals which are both challenging and attainable?	11%	69%	16%	2%	16
• 5-14 is improving the continuity of learning for pupils when they move from class to class?	20%	65%	13%	2%	17
• 5-14 is improving the continuity of learning for pupils when they move from primary to secondary?	7%	45%	30%	9%	18
• from the evidence available to you at this point, 5-14 is improving pupils' attainment?	3%	40%	38%	4%	19

Please add any comments you would like to make here:

117 comments (36%)

SUPPORT

10. In implementing 5-14, how useful have you found each of the following types of support?

	very useful %	quite useful %	of limited use %	not useful %	not had this support %	
• Printed materials from SOEID/ Scottish CCC	12	44	29	3	7	22
• In-school development sessions (eg PAT, in-service days)	33	48	16	3	<1	23
• Regional or central courses	15	50	25	3	8	24
• Cluster (area/liaison) group meetings	13	36	25	3	21	25
• Advisers	7	32	30	8	20	26

Other (*please specify*):

20 comments (6%)

11. Compared to earlier years, how easy or difficult have you found it to implement the 5-14 Development Programme?

easier than before 28%	harder than before 14%	easier in some ways, harder in others 43%	about the same 9%
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29

Please briefly explain the reasons for your response:

30-31

220 comments (68%)

12. Overall, how satisfied do you feel with the progress you have made in implementing the 5-14 Development Programme?

very satisfied 11%	satisfied on the whole 76%	dissatisfied on the whole 10%	very dissatisfied <1%
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32

RESPONDENT DETAILS

Please tick as appropriate

Class taught: P1 ☐ 22% P3 ☐ 23% P5 ☐ 22% P7 ☐ 23%

33

Total length of time in teaching:

1 year or less ☐ 3% 2-3 years ☐ 5% 4-5 years ☐ 8% 6 years or more ☐ 84%

34

LASTLY

If there is anything you would like to add about your experience of implementing 5-14, please use this space:

35-36

104 comments (32%)

End 2

Thank you for the time and trouble you have taken to respond to this questionnaire – your help is very much appreciated. Please return it to SCRE in the envelope provided, if possible by **Friday 3 May**, but at any rate as soon as you can.

*The Scottish Council
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